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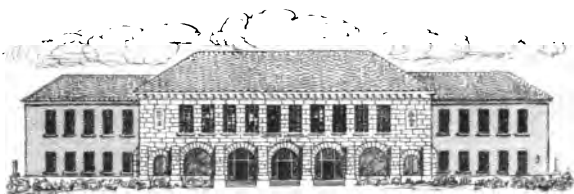
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FIRST LESSONS IN ENGLISH

BY

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AUTHOR OF DEVELOPMENT OF ENGLISH LITERATURE AND LANGUAGE,
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COMPLETE RHETORIC, MAN AND HIS RELATIONS,
ESSENTIALS OF GEOMETRY, PLANE AND
SPHERICAL TRIGONOMETRY, LESSONS
IN ENGLISH GRAMMAR

'Telling, cramming, needless explanations, and rote-learning enfeeble the powers of a child, stifle his enthusiasm, and prevent him from learning how to learn'

CHICAGO

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JOHN WILSON AND SON, CAMBRIDGE.

Inscribed

to

E. L. C.

'There be those who sow beside
The waters that in silence glide,
Trusting no echo will declare
Whose footsteps ever wandered there.'

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

P R E F A C E.

THIS book, as its title implies, is written for children. Accordingly, the whole discussion proceeds along the line of evolution. Facts are adduced and amply illustrated before principles are stated; ideas are developed before terms are given. The child is made to perceive before he is asked to remember, and to reason before he is required to generalize.

Starting with a *thought* as the unit, the pupil is familiarized with the form and structure of the sentence, its subject and its predicate; with oral and pictorial analysis; with the offices of the noun, the pronoun, the adjective, the verb, the adverb, the preposition, the conjunction, the interjection; then with the subdivisions of the parts of speech, with the processes of inflection, and, finally, with the laws of construction.

Only one topic is presented at a time. No new difficulty is introduced until the one in hand is fully mastered. Invention is taxed con-

stantly. Memorization is reduced to a minimum. Needed definitions are brought forward only after the ground they cover has been occupied by examples and questions, which are immediately followed by copious and varied exercises to clinch what has been learned.

To prevent pupils from becoming the slaves of *form*, stress is at every point put upon the meaning; and due attention is bestowed, throughout the volume, upon the transmutation of words (words variously used).

Capital letters and punctuation are taught incidentally, in connection with language-study as it progresses.

In the belief that the principles of a science should be applied as fast as learned, it has been sought to furnish for the pupil's hands and eyes the largest possible amount and variety of work, much of which will be found to afford a valuable training for the mental powers, and in the art of expression.

A. H. W.

Columbus, Ohio,

May 28, 1888.

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FIRST LESSONS IN ENGLISH.

CHAPTER I.

SENTENCES.

§ 1. What is a Sentence ?

Nests, birds, in the garret, Margie and Oril, Christmas, children, gives, Santa Claus, presents, are words. As they are put here, they are merely signs of *ideas*; they name things, but say nothing. To make them tell something, it is necessary to add what is done by the birds, or persons named, and to join the words together in a certain way. Thus:

Birds *build* nests.

Margie and Oril *are playing* in the garret.

Santa Claus *gives* children Christmas presents.

Say something about bees. (**Bees** *make* honey.)

Say something about rain.

Ask something about flowers.

Ask something about a horse.

Ask something about a drum.

Say something about red squirrels

Say something about Charley's chickens.

This mark — is called a **dash**. A dash is sometimes used to show that a word or words are left out. The space from which the words are omitted is called a **blank**.

Fill the following blanks with suitable words:

1. The fire —.
2. — is pretty.
3. — is taller than —.
4. — sits near me.
5. — is the capital of —.

Use the following words in telling what you can think about different things:

fly	sleep	ran	laugh
cry	burns	runs	laughed
shine	took	twinkle	will laugh

Use *is*, *was*, or *has*, in telling your thoughts about —
Tom, a cow, the hen, the house, baby.

Use *are*, *were*, or *have*, in saying something about —
Shoes, trees, flies, two girls, the eggs, my mittens.

Fill the following blanks with words suitable for saying something:

- | | |
|-----------------------|---------------------------|
| 1. The — is growing. | 8. The — are growing. |
| 2. — has been sick. | 9. I saw — in that tree. |
| 3. — were whispering. | 10. — at recess. |
| 4. — have been busy. | 11. Plants need —. |
| 5. He — absent. | 12. They — by the window. |
| 6. The boy — a tune. | 13. The books, —. |
| 7. Girls — rope. | 14. Frank — to school. |

Which of the following groups of words *say* something, and which do not?

- | | |
|-----------------------------|------------------------------------|
| 1. Birds and fishes. | 13. The child is screaming. |
| 2. Are in bloom. | 14. Colors the has seven rain-bow. |
| 3. He came late. | 15. Birds are chirping. |
| 4. Elephant with his trunk. | 16. Hay on the wagon. |
| 5. The clock ticks. | 17. The oxen are yoked together. |
| 6. Girls in the room. | 18. The man driving the pigs. |
| 7. My sled is green. | 19. He went to the city. |
| 8. It is made of stone. | 20. The day is rainy. |
| 9. The apples sweet. | 21. A rainy day. |
| 10. Melting snow. | 22. Fire burns. |
| 11. The house is on fire. | |
| 12. Screaming child. | |

A group of words that *says* or *tells* something is a *Sentence*.

Write —

1. A sentence about a person.
2. A sentence about a place.
3. Two sentences in which you use the word *is*.
4. Two sentences in which you use the word *are*.
5. Two sentences in which you use the word *has*.
6. Two sentences in which you use the word *have*.
7. Two sentences in which you use the word *was*.
8. Two sentences in which you use the word *were*.

The words *is*, *are*, *has*, *have*, *was*, and *were* are printed in *Italics*. Italics are used in *printing* to show that a word is meant to be regarded either merely as a word, or as strong, striking. Thus:

Him is a pronoun.
The day is *very* cold.

In writing, a line should be drawn under the word to be italicized. Thus:

She is a brave, sweet girl = She is a *brave*, *sweet* girl.

§ 2. Kinds of Sentences.

Nellie whispers.

Whisper, Nellie.

Does Nellie whisper?

How Nellie whispers !

Here we have four sentences, each with its own form and meaning. The first tells a fact, the second asks a question, the third expresses a command, and the fourth expresses sudden or strong feeling.

Now, *tells* means the same as *states* or *declares*. To *ask* is to *interrogate*. To utter a *command* is to be *imperative*. To express sudden or strong feeling is to *exclaim*.

Hence the first sentence is said to be declarative; the second, interrogative; the third, imperative; and the fourth, exclamative. Therefore —

A **declarative** sentence is a sentence that *tells*, *states*, or *declares*.

An **interrogative** sentence is a sentence that *asks*.

An **imperative** sentence is a sentence that *commands* or *entreats*.

An **exclamative** sentence is a sentence that *exclaims*.

What kind of a sentence is each of the following?

1. My father has gone to Europe.
2. The wind blows.

3. Shut the door.
4. Did he shut the door?
5. Who goes there?
6. What do you wish?
7. Where, little Margie, do you go to school?
8. Oril, stay here, and study.
9. The ostrich can run faster than a horse.
10. Night is very beautiful in the desert.
11. How beautiful is night in the desert !
12. The boy is running.
13. Is the boy running?
14. Run, boy.
15. How the boy is running !
16. What a pretty doll you have !
17. You have a pretty doll.
18. Have you a pretty doll?

You see that each of these sentences begins with a larger letter. Such a letter is called a **capital**.

You see also that after each declarative and each imperative sentence is a dot, showing that the sentence has ended. This dot is called a **period**.

After each sentence that asks a question is a different mark, called an **interrogation-mark**.

After each exclamative sentence is still another mark, called an **exclamation-mark**.

Finally, the name of the person of whom a question is asked, or to whom a command is given, is set off by **commas**. Therefore:

1. Every declarative or imperative sentence should begin with a capital and end with a period.
2. Every interrogative sentence should begin with a capital and end with an interrogation-mark.

3. Every exclamative sentence should begin with a capital and end with an exclamation-mark.

4. The word or words which show of whom a question is asked should be separated from the rest of the sentence by a comma or by commas.

5. The word or words which show to whom a command is given should be separated from the command by a comma or by commas.

Fill the blanks so as to ask questions, and place the proper mark after each :

- | | |
|--|---|
| 1. <i>Shall</i> I — | 10. <i>When</i> was — |
| 2. <i>Who</i> took care of you
when — | 11. <i>Can</i> such a thing — |
| 3. <i>What</i> does — | 12. <i>Where</i> will you go af-
ter — |
| 4. <i>Which</i> — | 13. <i>Is</i> this the prettiest color
for — |
| 5. <i>How</i> many — | 14. <i>Do</i> you know what — |
| 6. <i>Must</i> he — | 15. — in America |
| 7. <i>How</i> do you know that
— | 16. — to write sentences |
| 8. <i>May</i> I go to — | 17. <i>Will</i> you or he — |
| 9. <i>Why</i> do we — | 18. <i>How</i> could — |

Remember the value which some of these first words have in asking questions. Thus *who* means person; *what* means thing; *when* means time; *where* means place; *why* means reason; and so on.

Use the above question-words, and make interrogative sentences about:

doll	boy	city	apple
cat	pencil	cart	horse
book	slate	home	dog

Write sentences, asking Alice, Mary, Grace, Fannie, Cora, and Mattie to *do* something; then *command* them to do it.

Join these words so as to make imperative sentences, and put the right mark after each:

1. me, for, wait, Oril
2. run, not, please, do, Harry, fast, so
3. store, and, go, to, the, ribbon, some, buy, red
4. all, to, you, Bertie, give, fast, hold, I
5. evil, of, the, shun, appearance

Join these words so as to make interrogative sentences, and put the right mark after each:

1. some, fly, birds, high, can
2. hat, man, the, a, has
3. woods, the, are, birds, in, the, singing
4. skate, go, me, Saturday, will, with, you, to, next
5. want, you, many, do, how
6. me, are, Christmas, going, drum, next, a, get, to, you
7. school, after, play, out, ball, is, we, shall
8. you, how, are, old
9. that, coming, did, not, were, you, why, tell, you, me

You may write five interrogative sentences, using in each the name of one of your schoolmates, and putting the proper marks where they are needed.

You may write six imperative sentences, and in the first three give the name of the person commanded; omit it in the last three; and use the proper marks.

Fill the blanks so as to make exclamative sentences, placing the proper mark at the end:

1. How pretty —
2. What fun —
3. What a fine —

Remember, however, that a sentence may begin with *how* or *what*, and not be exclamative. Thus:

How did you go?
What did you see ?

Join these words so as to make exclamative sentences:

1. rich, is, how, he
2. has, what, eyes, she, pretty
3. man, is, that, tall, very, how

<

Copy these exercises, use capital letters and marks wherever they are needed, and tell what each sentence expresses, — whether it is declarative, imperative, interrogative, or exclamative:

- | | | |
|-----------------------------------|--------|--|
| 1. where have you been | alice | 7. what did you find to eat |
| 2. whose love equals a mother's | | 8. margie did you do that |
| 3. come to me | fido | 9. what a sweet singer the mocking-bird is |
| 4. tom, put down that cat | | 10. how hard it is to learn these lessons |
| 5. has she gone | Albert | 11. how dogs delight to bark |
| 6. please Mabel give me that rose | | 12. how much do you wish |

Change each of the following into one or more interrogative sentences:

Model. — *You are happy. Are you happy? Why are you happy? How happy are you?*

- | | |
|--------------------------------------|---|
| 1. It upset. | 4. Birds can sing. |
| 2. You are going. | 5. Roses are the most beautiful of flowers. |
| 3. James, you have brought the book. | 6. Girls can skate. |

Change each of the following into an imperative sentence:

Model. — *Fido eats his dinner. Fido, eat your dinner.*
Frank, are you going to the store? Frank, go to the store.

1. Children should obey their parents.
2. The canary sings his best song for me.
3. Baby will sleep a little longer.
4. Nellie, are you going to walk up the hill?
5. George, will you bring me the ink?
6. Will you carry the basket, Emma?
7. Are you, Annie, laughing at me?

§ 3. The Two Parts of a Sentence.

Clara wept.
 Kittens play.
 Smoke rises.

Who is spoken of in the first sentence? What is spoken of in the second? In the third?

Which word shows what is said about *Clara*? About *kittens*? About *smoke*?

Every sentence may be thus divided into two parts: the part about which something is spoken or written, called the **subject**; and the part which is spoken or written about the subject, called the **predicate**.

Divide each of the following sentences into subject and predicate:

Model. — *Bees sting.* This *tells* something, and therefore it is a declarative sentence. *Bees* tells what is spoken about ; therefore *bees* is the subject. *Sting* tells what is said about the subject ; therefore *sting* is the predicate.

- | | |
|-----------------------|--------------------|
| 1. Carthage fell. | 6. Rome remains. |
| 2. Gold glitters. | 7. Peter repented. |
| 3. Industry enriches. | 8. Art refines. |
| 4. Misery crushes. | 9. Hope cheers. |
| 5. Frogs hop. | 10. Lions roar. |

✱

The subject may be expressed by more than one word ; as, ' Poor, weak Peter repented.'

The predicate may be expressed by more than one word ; as, ' Poor, weak Peter repented bitterly.'

Make the following words *subjects*, by saying something about the things which they denote :

- | | |
|-----------------|---------------------------|
| 1. I | 9. the ship |
| 2. you | 10. the river |
| 3. they | 11. noisy boys |
| 4. we | 12. red roses |
| 5. he | 13. some large red apples |
| 6. the flowers | 14. very tall pine-trees |
| 7. the grass | 15. the other little girl |
| 8. the elephant | 16. her eyes |

Make the following words *predicates* by supplying subjects that shall include more than one word.

- | | |
|----------------|---------------------|
| 1. grows | 7. was caught |
| 2. helps | 8. have been killed |
| 3. walk | 9. has been trying |
| 4. skate | 10. were climbing |
| 5. cackles | 11. eat nuts |
| 6. was reading | 12. has a kite |

13. study their lessons
14. plays with a ball

15. grows in the garden
16. was rowing the boat.

In sentences of more than two words there are still two *chief* words, corresponding to the two chief ideas of the thought expressed; and the others are looked upon as *helps* to these. Thus:

1.	Horses	ran
2.	Two horses	ran <i>swiftly</i>
3.	Two <i>large</i> horses	ran <i>very</i> swiftly
4.	Two large <i>black</i> horses	ran very swiftly <i>across the field</i>
5.	Two large black horses <i>belonging to Mr. Smith</i>	ran very swiftly across the field <i>yesterday</i>

In the first sentence we have what may be called the bare subject and the bare predicate. The helping words in the second tell how *many* horses ran, and *how* they ran. The other helping words in the third tell of what *size* the horses were, and *how fast* they ran. The additional helping words in the fourth tell of what *color* the horses were, and *where* they ran. The helping words added to these in the fifth tell *whose* horses, and *when* they ran.

Build up sentences like the above from each of the following:

1. Children study. { What *kind* of children? Study *what*?
Where? How?
2. Birds build. { Build *what*? Where? (Mention three
places.) What *time of the year*? Of
what? How?

3. Hay is made. { Of what? By whom? Where? In
what season? Why?
4. Fish were caught. { What kind? How many? By
whom? How? For what pur-
pose? Where?

The subject may be *implied*, not expressed; as in imperative sentences. Thus:

Stop: that is, [You] stop.

Look: that is, [You] look.

Shut the door: that is, [You] shut the door.

The marks around *you* are called **brackets**. They are used to show that words which were not expressed have been supplied.

In interrogative sentences the predicate contains at least two words, and the subject is oftenest placed *between* them. Thus:

Are you going?

Must I stay?

Do you blame me?

Did the black horse run down street?

That is:

SUBJECT.	PREDICATE.
You	are going
I	must stay
You	do blame me
The black horse	did run down street

Copy the following sentences; draw a straight line under the bare subject, and a straight line under the bare predicate. When there are helping words, put curve lines around them, and state what these words tell us:

1. (My) *tree will bear* (apples) (this fall).
2. We must go.
3. William can skate.
4. A man can laugh at his own wit.
5. You are running away.
6. We must go by the road.
7. I have some letters in the mail.
8. Charles will go to college this month.
9. Every rule is made for some good purpose.
10. Harry may go fishing.
11. Many fish are caught in the lake.

Now make the foregoing sentences interrogative, and see where each subject stands.

Ask questions with *am, is, are, was, were, do, does, did, has, have, may, can, could, would*; and divide each sentence into its parts, as above.

The usual order, which puts the subject before the predicate, is often changed, not only in interrogative sentences, but in others. Thus:

Here ends the *tale*.

There is no *help* for us.

May *nothing* prevent you.

In each of the following, put the subject first:

- | | |
|--------------------------------------|-------------------------------|
| 1. Many are our faults. | 6. Betwixt eyes and nose a |
| 2. Down the hill ran a little brook. | strange contest arose. |
| 3. There was a dense fog. | 7. How distant are the stars? |
| 4. May there be enough for all. | 8. Were many there? |
| 5. When shall we be free? | 9. Out flew a bird. |

§ 4. Analysis and Diagramming.

To pick out the parts of a sentence is to *analyze* it. To mark or denote the relations of these parts by lines is to *diagram* it. For this purpose let us join two straight lines by a link. Write the subject to the left of the link, and the predicate to the right. The link shows how the predicate is coupled to the subject. Thus:

Boys — play.

This tells or asserts something, and is therefore a declarative sentence. *Boys* shows what the assertion is about, and is therefore the subject. *Play* shows what is asserted (told), and is therefore the predicate.

For each word in the first column make as many good-sense predicates as possible by joining words in the second and third columns; then analyze and diagram the resulting sentences according to the model:

Acorns	is	woven
Bells	was	growing
Columbus	may be	numerous
Corn	are	seen
Summer	have been	rung
Carpets	has	imprisoned
Sparrows	were	come
Comets	could have been	sprouting

Words added to the bare subject to express *kind*, *number*, etc., may be written under it. Thus:

The angry wind is howling.

wind is-howling.
 The *angry*

A similar position will be given to words added to the bare predicate, and telling *how*, *when*, or *where*, etc. Thus:

He spoke eloquently yesterday in Sunday-school.

He spoke
in Sunday school.
yesterday.
eloquently

The little mark which you see between the parts of the bare predicate in diagrams 1, 2, 3, and 5, is called a **hyphen**. It shows that the words between which it is placed are to be considered as a *unit* or *one* word.

Diagram the following: —

1. The beautiful flower was crushed.
2. The young man walked rapidly.
3. The little boy is very good.
4. Black clouds appear in the sky.
5. All horses will eat oats.
6. Shall we miss this sentence?
7. Good boys study grammar faithfully at home.

In speech, the same thing may often be said of two or more things. Thus we can say:

Men were present.
Women were present.
Children were present.

It is better, however, not to repeat the words that are alike, but to say, —

Men, women, and children were present.

Here are three things spoken about; that is, there are three name-words with one predicate.

When two or more name-words have the same predicate, they form a **compound subject**.

We can say:

Empires rise.
Empires flourish.
Empires decay.

But it is better to combine these several statements into a single sentence:

Empires rise, flourish, and decay.

Here are three things said about *empires*; that is, there are three stating words with one subject.

When two or more stating words have the same subject, they form a **compound predicate**.

Again, several quality-words may be used along with the name of a thing. Thus we can say:

Dear Nell was dead.
Gentle Nell was dead.
Patient Nell was dead.
Noble Nell was dead.

But it is much shorter to say:

Dear, gentle, patient, noble Nell was dead.

In this sentence are several helping words, used along with the subject Nell, and telling *of what sort or kind*.

Several words used in the same way, one after another, as in these examples, are called a **series**.

Words in a series are separated from each other by commas.

With only two words joined by *and*, use no commas, as, 'Mary and Alice will go.'

Make a single sentence out of each of the following sets of statements :

1. { The owl eats mice.
The owl eats birds.
2. { The owl conceals itself in barns.
The owl conceals itself in hay-lofts.
The owl conceals itself in the hollows of old trees.
3. { Washington was a good man.
He was a noble man.
He was a great man.
4. { He reads books
He reads good books.
He reads slowly.
He reads silently.
He reads to improve his mind.
5. { Coal is hard.
Coal is black.
Coal is inflammable.
6. { London is a large city.
Paris is a large city.
New York is a large city.

7. { I came.
I saw.
I conquered.
8. { Wolves hunt in packs.
Wild dogs hunt in packs.

Copy the following sentences, and place a comma or period where it is needed. Make no marks in your books:

1. The moon has no water no atmosphere
2. Lakes rivers hills and plains are beautiful
3. They study reading spelling arithmetic and drawing
4. Quails eat berries grain and small insects
5. He was very tall straight and dignified
6. He bought and sold horses and cattle

Fill the blanks with words that will form a series and make sentences:

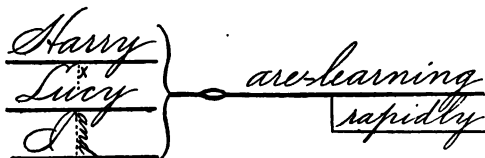
1. — — — and — — — grow in summer.
2. — — — and — — — die in winter.
3. — — — and — — — revive in the spring.
4. A cat has — — — and — — —.
5. A rain will improve the — — — and — — —.
6. — — — and — — — grew there.
7. We saw — — — and — — —.
8. Men live in — — — and — — —.

Analyze and diagram the following sentences according to the model. Thus:

Harry, Lucy, and I are learning rapidly.

This tells something, and therefore it is a declarative sentence. *Harry, Lucy, and I* are the three things of

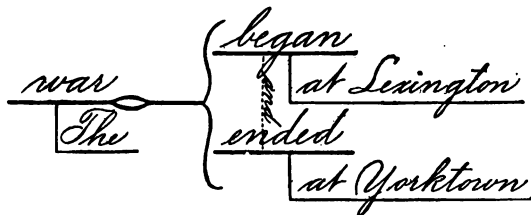
which something is said, and therefore the subject is compound. *Are learning rapidly* shows what is said of the subject, and is therefore the predicate. *Rapidly* is used along with the bare predicate, *are learning*, to tell *how* they are learning.



The mark \times denotes that an *and* is understood. This mark $\{$ is called a **brace**.

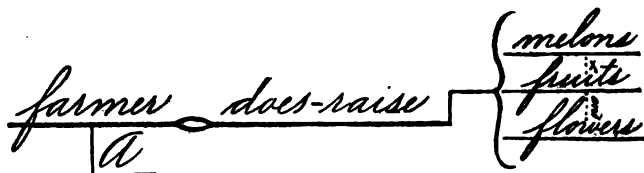
2. The war began at Lexington, and ended at Yorktown.

This sentence tells something, and therefore is a declarative sentence. *War* tells what is spoken of, and therefore *war* is the bare subject. *Began* and *ended* show what is told, and are the compound bare predicate. *The*, *at Lexington*, and *at Yorktown* are helping words. The first is a helping word of *war*; the second, of *began*; and the third, of *ended*.



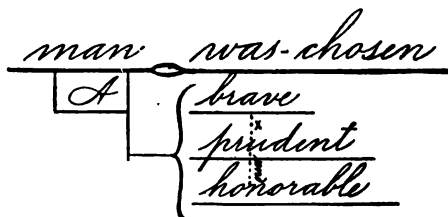
3. Does a farmer raise melons, fruits, and flowers?

This sentence asks something, and therefore is an interrogative sentence. *Farmer* shows what is asked about, and therefore *farmer* is the bare subject. *Does raise*, etc., shows what is asked about the subject, and therefore it is the predicate. *Does raise* is the bare predicate. *A, melons, fruits, and flowers* are helping words; the first belonging to *farmer*, and the rest to *raise*.



Helping words used thus with the predicate to tell *what*, are written to the right of the verb and a little above.

4. A brave, prudent, and honorable man was chosen.



5. He rose, reigned, and fell.
6. Time and tide never wait.
7. Corn, tallow, flax, and hemp are exported from Russia.
8. Owls fly low, and sleep on the ground.
9. Do wheat, oats, and rye ripen together?
10. He bought a slate, a pencil, and some paper.
11. A tall, straight, and dignified man came to the house.
12. Have you care and sorrow?

CHAPTER II.

CLASSES OF WORDS.

§ 1. Noun.

READ these sentences:

1. Cork floats.
2. A good son obeys his parents.
3. The man saw a rabbit.
4. Father went to Boston.
5. Make a picture of a rose.
6. The boy had no pity for the girl.
7. The usefulness of iron is very great.

What word in the first sentence *names* something? What words in the second sentence are names? In the third? In the fourth? In the fifth? In the sixth? In the seventh?

Can you see or touch a cork, a rabbit, a son? Can you also smell a rose? Can you see or touch or taste or smell or feel pity or usefulness? Can we think and speak about them? Which of these is the name of a feeling? Which is the name of a quality?

Very many words are used in these ways to name things. All things that can be seen or thought of have names. Instead of *names*, we usually say *nouns*. *Name* and *noun* have the same meaning. Hence,

A noun is the name of anything.

Be careful not to confound a *thing* with its *name*. Suppose a book to be held up, and the question asked: 'Is this a noun?' the proper answer would be, That *thing* is not a noun, but its name — *the word* 'book' — is a noun.

Tell something about:

a cat a picture of a cat the word cat

Write the names of three kinds of fruit that grow on trees. Of three that grow on bushes. Of three kinds of grain. Of three kinds of flowers. Who can write the names of the greatest number of things that are made of wood? of iron? of glass? of silver? of gold? Write or repeat four names of parts of a house; parts of the body; feelings of your mind; good qualities of persons.

Select the nouns among the following words:

1. nellie, for, wisely, Mary, tell, across, Bessie, when.
2. hand, the, an, house, and, quill, school, of, dog, with, good, cat.
3. rat, to, pin, stove, or, axe, hoe, nine, ten, horse.
4. bird, story, up, off, sun, twenty, moon, went, down, star, in.
5. broom, over, ran, grass, wheat, corn, bread, eat, meat.
6. desk, think, small, apple, brick, shall, river, sell, peach.
7. never, Boston, sober, the, Albany, declaim, Pittsburg.
8. good, goodness; soft, softness; wicked, wickedness.
9. The lark is up to meet the sun,
 The bee is on the wing,
 The ant its labor has begun,
 The woods with music ring.

§ 2. Pronoun.

In speaking of yourself, what little words save you the trouble of repeating your own name continually? If you were standing before the looking-glass, would you think and say, 'Fannie sees Fannie,' or 'I see **myself**?' If Mary were standing there with you, how would you say it? Not, 'Mary and Fannie see Mary and Fannie,' but '**We** see **ourselves**.' This is much easier, and sounds better.

Read these sentences:

- | | |
|--------------------------|----------------------------------|
| London is in England. | 1. It is a large city. |
| Eva and Annie had a cat. | 2. They taught it tricks. |
| Eva went to the picnic. | 3. She enjoyed it. |
| Frank has a bad habit. | 4. He smokes. |
| Ellie had a coon. | 5. It bit him. |

What word is used for 'London'? What word in 2 is used for 'Eva' and 'Annie'? What word for 'cat'? What word in 3 stands for 'Eva'? What word stands for 'Frank'? What for 'Ellie'? What for 'coon'?

Words thus used instead of names are called **pronouns**, because *pro* means *for*, and *pro-noun* means *for a noun*. Hence:

Pronouns are words used for nouns.

Read or copy the following, and put pronouns where they can be used instead of nouns:

1. Mary has a book, and Mary is getting Mary's lesson.
2. The scholars are coming; the scholars have the scholars' books with the scholars.

3. The dogs chased the fox, but the dogs did not catch the fox. The teacher told the boys that the teacher would read the boys a story if the boys would keep quiet,

4. John went to see Jane, and John asked Jane if Jane would not come to John's father's house, and bring Jane's brother to see John.

5. There is a girl too with a doll. The girl fears the girl's doll is sick ; so the girl shows the girl's doll to Tom, and Tom feels the doll's pulse.

Use nouns for the pronouns in this story :

A boy found a nest of young sparrows, and put them into his hat. He then set the hat on his head, thinking no one would know that they were under it. As he walked through the streets, instead of lifting his hat to bow to people, he held it fast upon his head. This made everybody wonder. At last one man said, ' Let me see if his hat has grown to his head.' Away went the sparrows as he lifted the hat from the boy's head. Everybody laughed ; and now, if a boy does not lift his hat when he meets people, they say, ' Perhaps he has sparrows under his hat.'

Use each of these words as the subject of a sentence :

I, it, we, he, they, she, you.

The pronoun *I* should be a capital letter.

Make sentences containing the pronouns :

me, our, your, his, him, her, its, their, them.

Read these sentences :

Ida said, ' I am going home.'

' The boat is mine,' said Robert.

Cora cried, ' Where is my Carlo?'

What did Ida say? You may repeat the words of Robert. Repeat Cora's words.

Words of others, repeated, are said to be quoted ; and the quoted words are a quotation.

Notice the little marks that are placed before and after the quotations. These are called **quotation-marks**.

Notice also that the quotation begins with a capital, and is separated from the rest of the sentence by a comma.

Follow these rules in writing quotations :

Use quotation-marks around quoted words.

A quoted sentence should begin with a capital.

A quoted sentence, if short, should be set off by a comma ; if long, by a colon (:) Thus —

Charles Kingsley wrote these lines :

‘ Be good, sweet maid, and let who will be clever ;

Do noble things, not dream them, all day long :

And so make life, death, and that vast forever

One grand, sweet song.’

Fill the blanks with quotations :

The Golden Rule is ——

—— said Alice.

Mary asked ——

Frank's reply was ——

Papa has often said to me ——

—— cried John.

§ 3. Adjective.

What ink is meant by the word *ink*? What people are meant by the word *people*? Which table do we mean by the word *table*? What apple does the word *apple* mean?

Each of these names, standing alone, will apply to anything of its kind in the whole world. But if we say **red ink**, the word *ink* applies only to ink of this color; that is, its meaning is made less by the use of the word *red*. If we say **American people**, the word *people* no longer means the people of France, of England, of Italy, and so on, but of our own country. If we say *the round table* or *the second table*, tables of any other shape (as square), or of any other order (as first, third, and so on), are excluded.

Which applies to the greater number of things, the word *apple*, or **yellow apple**? Which has the wider meaning, *yellow apple*, or **large yellow apple**? Do you see any difference between **this apple** and **that apple**, or between **one apple** and **some apples**?

To change the meaning of a word in such a manner—that is, to make its meaning less general—is to *limit*, *restrict*, or *modify* it.

A word that modifies the meaning of a noun or pronoun is an adjective.

Usually the adjective precedes the noun or pronoun modified; but instead of saying:

1. The dark night,
2. Beautiful flowers,

we can say :

3. The night *is* dark, 4. Flowers *are* beautiful.

That is, the idea expressed by the adjective may be **assumed** (as in 1 and 2), or it may be **asserted** (as in 3 and 4). Because the asserted adjective shows what is said of the subject, it is also called *predicate* adjective.

Remember that adjectives are merely *helping* words. They do not stand alone. Indeed, they are so called because they are *added to* a noun or pronoun to describe (as *bitter* fruit) or point out (as *the, this, or that* book) the thing named.

Select the nouns, pronouns, and adjectives in the following, first stating what the word tells us, then giving its class :

Two little squirrels, a red one and a gray one, lived in the same woods. The gray squirrel was a very busy fellow, and gathered all his nuts in the fall, and laid them by for winter ; but the red squirrel ran about in the sunshine, and had a merry time springing about in the trees. It was all very well till winter came ; then the little red squirrel had to go to the gray one and beg a little food. 'Ah !' said the gray squirrel, as he gave him some, 'next fall you will be much wiser, will you not ?'

Fill the blanks with modifying words :

1. The — tree bears — apples. (The *tall* tree bears *sweet* apples.)
2. Do you like a — apple better than a — one ?
3. — boys quarrel, but — boys do not.
4. The elephant has — ears and a — trunk.

5. The soldiers wear — coat with — buttons.
6. London is a — city.
7. My — coat is made of — cloth.
8. This — boy gave his — sister a — — — —
— apple.
9. The rose is a — and — flower.
10. This — banker owns a — house, and rides in an
— carriage drawn by — — — horses.

Write after each of the following adjectives one that has the *opposite* meaning:

Boys may be
good or —
kind or —
honest or —

Apples may be
sweet or —
ripe or —
large or —
mellow or —

Pencils may be
long or —
dull or —
whole or —
rough or —
soft or —

Girls may be
timid or —
patient or —
amiable or —

Stones may be
rough or —
heavy or —
hard or —
thick or —

Water may be
shallow or —
fresh or —
cold or —
stagnant or —
clear or —

Copy the following sentences, and put periods, interrogation-marks, exclamation-marks, or commas where they are needed:

1. The well is full of pure cold clear water
2. Honor wealth duty and safety are the leading motives
of men
3. He was a brave pious and patriotic man

4. How poor how rich how abject how august is man
5. Is not the air very damp and unpleasant to-day

Write or repeat sentences containing adjectives made by adding **y** to each of the following nouns :

cloud, wind, rain, sleet, storm.

Make adjectives by adding **ly** (meaning *like*) to each of these nouns, and use them in sentences :

man, king, world, woman, saint, friend.

Make adjectives from these nouns by adding **ful**, meaning *full of* :

hate, need, use, rest, thought, peace, wonder.

Add **less**, meaning *loose from*, or *without* :

art, god, fear, hope, sin, heart, brain.

Write **un** (meaning *not*) before each of the following, to give the words an opposite meaning :

true, tidy, able, fit, welcome, kind.

Before each of the following write **in**, **im**, **ir**, or **il**, whichever sounds best :

possible, correct, perfect, regular, legal.

Add **en**, meaning *made of* :

gold, wool, oak, silk, wood.

§ 4. Verb.

Try to make a sentence about Edward by using only nouns, or pronouns, and adjectives. Can you do it? You find that you can not. Now read :

- | | |
|-----------------------------|-------------------------------------|
| 1. Edward <i>writes</i> . | 6. The letter <i>is written</i> . |
| 2. The ball <i>rolls</i> . | 7. The ball <i>is rolled</i> . |
| 3. The hen <i>scratches</i> | 8. The ground <i>is scratched</i> . |
| 4. I <i>am</i> . | 9. He <i>sleeps</i> . |
| 5. We <i>are</i> . | 10. They <i>feel</i> . |

Writes, rolls, scratches, tell what the subject **does**. *Is written, is rolled, is scratched*, tell what **is done** to the subject. *Am* and *are* express **existence**. *Sleeps* and *feel* tell, not what something does, but in **what condition, or state** it is. They are all alike in this respect,— they *say, tell, or assert*.

A great many words are used in this way. They form, by this likeness of use, a fourth class, and are called **verbs**.

A verb is a word that asserts something about the subject of a sentence.

In sentences 6, 7, and 8, we see that the verb is composed of two words. We can also say :

- | | |
|------------------------------|--|
| The ball <i>will roll</i> . | The ball <i>will have been rolling</i> . |
| The ball <i>could roll</i> . | The ball <i>has been rolled</i> . |

If you are not sure whether a word is a verb, ask yourself, 'Can I make good sense by putting *I, you, or he* before it?' If you cannot, it is not a verb:

Be careful not to call the predicate, adjective a verb; as in the example, 'He is *happy*.'

Select the verbs in the following, first telling of what subject each one asserts:

Sam, a colored man, was once a cook on a ship. He saved some money and opened a coffee-house on the water front, where all the ships and steamers land. Sam had a parrot named Jack. He was a big bird with red and green feathers, and could talk very well. Jack used to sit in his cage, above the door of the coffee-house, and called out to people who passed that way: 'Hot coffee! Who'll have some coffee? Step inside and get some. Only ten cents a cup.' His master had taught him to speak these words, so as to make business for the coffee-house. Sometimes Jack would say words he had learned himself, and seemed to like to make mischief. A man once left his horse and cart standing on the wharf near the water, and went into the coffee-house. While he was there drinking his coffee, Jack cried out to the horse: 'Back, sir! back! back, I say!' The horse thought his master was talking to him, and so he backed until the cart went over the edge of the wharf and the horse fell into the water and was almost drowned, when some men pulled him ashore. Jack, the mischievous parrot, after playing this trick, was not permitted to perch above the door any longer, and his cage was taken into the coffee-house.

Fill the blanks with suitable verbs:

1. The dog — at the cat, and she — upon the wall.
2. John — into the house and — the door.
3. The deer — over the fence.
4. The hunter — the fox.
5. The rat — the cheese, but the boy — him in a trap.
6. The dog — the boy —, and the boy — him for it.
7. My sister — and — upon the piano.

8. The farmer — the ground and — the wheat.
9. The fire — the fuel and — our food.
10. The sun — in the east and — in the west.
11. The old bird — seeds and — them to her young ones.
12. The lame man — with a cane, which he — in his right hand.
13. The woodman — the trees which — in the forest.
14. The boys — at ball; one of them — the ball, another — it with his bat, and a third one — it.

From the following lists of words write suitable sentences:

ducks, shot a bird, shone, Ellen, quack, was caught, John, stars, can sing, that fish, he, the inkstand, burned its wings, will see the elephant, the dew, fell down, the moth, the cow, writes poems, is falling, he eats, grass, has come, was coming.

§ 5. Adverb.

The adjective, as we have seen, is used in connection with the noun. Now in much the same way we find a great many words joined to the verb. Thus we may say:

1. The ship sailed *immediately* or *yesterday*.
2. The ship sailed *slowly* or *rapidly*.
3. The ship sailed *here*, *back*, *away*, or *everywhere*.

When did the ship sail? *How* did it sail? *Where* did it sail? Again, we may say:

4. The *very heavy* ship sailed *fairly well*.

What word tells *how* heavy? What kind of a word is *heavy*? Does *well* tell how the ship sailed? What word tells *how* well?

Observe that in sentences 1, 2, and 3 the modifiers are joined directly to the bare subject or the bare predicate; while in the fourth sentence one modifier is joined to another, — *very* to 'heavy,' and *fairly* to 'well.'

Words thus used to tell **how**, **when**, or **where**? form a fifth class. They are oftenest joined to verbs, and hence are called **ad-verbs**. This name means simply *to-a-verb*.

An adverb is a word used to limit the meaning of a verb, an adjective, or an adverb.

Fill the blanks with adverbs:

1. The sun will rise — (When?)
2. Wait for me — (Where?)
3. She recited — (How?)
4. He has been reproved — (How often.)
5. A — lovely day.
6. Mary sings — well.
7. The crowd — cheered —
8. — is he going so —?
9. We were — surprised by a — cordial welcome.
10. You should listen — attentively.

Make sentences containing adverbs formed by adding *ly* to each of the following adjectives. Change final *y* to *i*, and drop *le* from those ending in *ble*:

pure	beautiful	vile
soft	handsome	feeble
tender	musical	busy

pretty
lucky

merry
coy

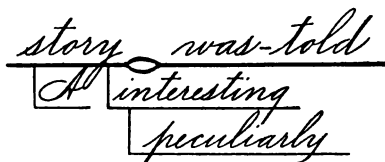
peaceable
funny

Put corresponding adverbs for the adjectives in these sentences :

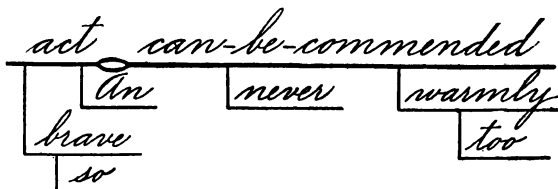
- | | |
|---|----------------------------------|
| 1. He is a <i>swift</i> writer. | He writes — |
| 2. Her singing was <i>sweet</i> . | She sang — |
| 3. Their failure was <i>complete</i> . | They failed — |
| 4. Jack is a <i>fast</i> swimmer. | Jack can swim — |
| 5. Your labors were <i>successful</i> . | You labored — |
| 6. Tom had a <i>heavy</i> fall. | Tom fell — |
| 7. His sufferings must have
been <i>severe</i> and <i>long</i> . | He must have suffered —
and — |
| 8. My suspicions were <i>correct</i> . | I suspected — |
| 9. We took a <i>sly</i> peep. | We peeped — |
| 10. I gave him a <i>steady</i> look. | I looked — at him. |
| 11. The <i>whole</i> blame was his. | He was — to blame. |
| 12. He showed <i>true</i> sorrow. | He was — sorry. |

Diagram the following sentences :

1. A peculiarly interesting story was told.



2. So brave an act can never be too warmly commended.



3. Shall I not help him?

I shall-help *him*
not

4. How impatiently the ship tosses herself.

ship *tosses* *herself*
the *impatiently*
How.

5. This is too often true.

This is-true
often
too

6. The fire burns brightly.
7. Its brightness had quite disappeared.
8. I was much happier.
9. Does he speak promptly and distinctly?
10. The paper is published daily.
11. Hereafter, we will write frequently.
12. Will you go there often?
13. He did not ride gracefully yesterday.
14. Do not play there to-day.
15. Is this very excellent magazine issued monthly?

Where an adverb (as *not* or *never*) is in the middle of the verb, be careful not to call the adverb a part of the verb. Thus, in 'I cannot go,' the verb is *can go*; *not* is an adverb denying the statement.

§ 6. Preposition.

Let us now examine the following:

The pencil may be found $\left\{ \begin{array}{l} \textit{in} \\ \textit{on} \\ \textit{by} \text{ or } \\ \textit{under} \end{array} \right\}$ the book.

The book *with* the ribbon *in* it belongs *to* the boy *at* the head *of* the class.

If we here try to omit the little words *in*, *on*, *by*, *under*, *with*, *to*, *at*, and *of*, we shall see how hard it is to make sentences without them and others of their kind. They do not *name* things, nor do they tell *what* things *do*. They *modify* nothing, but they enable us to express relations. Thus:

may be found *on* the book,
book *with* the ribbon,
ribbon *in* it,
belongs *to* the boy,
boy *at* the head,
head *of* the class, —

on shows the relation between 'book' and 'may be found;' *in*, between 'it' and 'ribbon;' *to*, between

'boy' and 'belongs;' *at*, between 'head' and 'boy;' *of*, between 'class' and 'head.'

Such words, since they are commonly *placed before* the noun or pronoun which they relate to other words, are called *prepositions*.

The noun or pronoun following the preposition is called the *object*. The preposition and its object is called an *adjunct*.

Adjuncts, if they modify nouns (or pronouns) are adjectives: 'a man *of wealth*;' that is, 'a *wealthy* man.' They are adverbs if they modify adjectives: 'a girl fond *of dress*;' 'medicine good *for the fever*.' They are adverbs likewise if they modify verbs, and tell *where*, *when*, *why*, or *how*.

Notice that there may be adjectives or other words between the preposition and its object; as, 'They all live *in* one little log *house*.' Ask yourself 'In what?' and the answer will be not 'in one,' nor 'in little,' nor 'in log,' but 'in *house*.' The object of a preposition always answers a question consisting of the *preposition* and *what* or *whom*.

Try to remember what preposition is to be correctly used with certain words and meanings. Thus, say:

accuse *of*

adapted *to*

arrive *in* or *at*

attended, accompanied, *by* (that which has life)

attended, accompanied, *with* (things without life)

call *at* (a place)

call *on* (a person)

compare *with* (in respect to quality)
compare *to* (for illustration)
correspond *with* (by letter)
correspond *to* (to agree)
die *of* (disease)
die *by* (an instrument)
die *for* (another)
differ *from* (in opinion)
differ *with* (to quarrel)
divide *between* (two persons)
divide *among* (more than two)
preferable *to*
similar *to*
sympathize *with*
wait *for* (to await)
wait *on* (to visit, to demand)
worthy *of*

Make sentences containing the above.

Fill the blanks with suitable prepositions, point out the related words, and tell to what class the adjunct belongs. Thus, *on* shows the relation between the noun *donkey* and the verb *was riding* ; therefore it is a preposition. *On a donkey* modifies *was riding*, and denotes *how* ; therefore it is an adverb :

An old man was once riding — a donkey. His son was walking — his side. 'You are a lazy fellow,' said the first stranger that met them ; 'why do you not put the boy — the donkey? The old man got down — the donkey and set the boy — his place ; but before they had gone many yards, another stranger cried out, 'What a shameful thing ! That strong young fellow is riding, while this old man is — his legs. Get

down, young man.' So the old man took his son — the donkey, and all three walked, man, boy, and donkey. As they passed — the next village, all the villagers laughed — them and shouted, 'Why do you not both mount — the donkey?' When they heard this, they both got up, the old man before and the young man — him. But when they had come — the village, and a little way — it, two travellers shouted — them, 'Look at those two big strong fellows — one poor little donkey. They ought to carry the donkey, for certainly the donkey cannot carry them.' Again the old man got off, and — great difficulty they fastened the donkey — a stout pole, and thus carried him — them — their shoulders. But — the next village the people ran out to see the ridiculous sight, and the laughter was louder than ever. Then the young man said — his father, 'Had we not better try to please ourselves? for it seems impossible to please everybody.'

Diagram the following sentences :

1. My doll came from Paris.

doll came

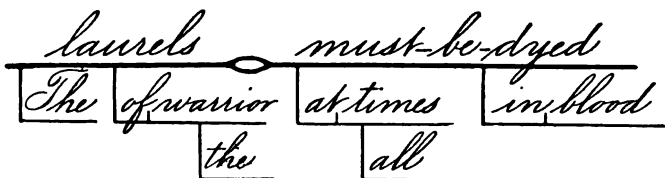
<i>My</i>	<i>from Paris</i>
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2. The little brook ran swiftly under the bridge.

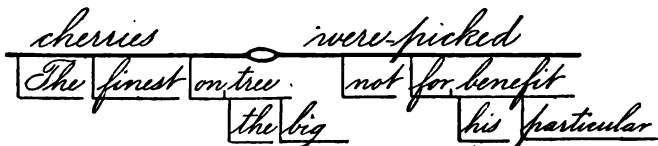
brook ran

<i>The</i>	<i>little</i>	<i>swiftly</i>	<i>under bridge</i>	<i>the</i>
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3. The laurels of the warrior must at all times be dyed in blood.



4. Were not the finest cherries on the big tree picked for his particular benefit?



5. A fine landscape lay before us.
6. The work before us was full of danger.
7. The boys slid down the hill on their sleds.
8. The pig crawled under the fence into the field.
9. An extravagantly high price was paid for that dress.
10. Is not the capital of New York situated on the Hudson?

§ 7. Conjunction.

Let us notice a few such statements as the following:

The moon shines. The stars shine.

He was an honest boy. He was an industrious boy.

He was a bright boy. He was a mischievous boy.

He goes to school. He does not learn his lesson.

You will not reap. You do not sow.

This wood is so heavy. It will not float.

We might express ourselves in this manner, but it would be much better to say:

1. The moon *and* the stars shine.
2. He was an honest *and* industrious boy.
3. He was a bright *but* mischievous boy.
4. He goes to school, *but* he does not learn his lesson.
5. You will not reap *if* you do not sow.
6. This wood is so heavy *that* it will not float

Words thus used to *join sentences* are called *conjunctions*. As a result of this union, the conjunction appears sometimes, like the preposition, to join *words*, as in 1, 2, and 3. *Moon and stars* is a compound subject; *honest and industrious*, *bright but mischievous*, are compound modifiers.

If you are doubtful whether a certain word is a preposition or a conjunction, think whether it connects or can connect two statements. The office of the conjunction lies in its power to connect sentences. Remember, too, that the adjunct based on the preposition is not a clause, and yet is a modifier.

In the use of conjunctions, think carefully of the *sense* of the parts to be joined. Thus:

I asked $\left\{ \begin{array}{l} \text{how} \\ \text{when} \\ \text{where} \\ \text{why} \end{array} \right\}$ he was going.

I liked him	$\left\{ \begin{array}{l} \text{and} \\ \text{after} \\ \text{before} \\ \text{when} \\ \text{for} \\ \text{since} \\ \text{because} \\ \text{therefore} \end{array} \right\}$	he liked me.
-------------	--	--------------

I like him $\left\{ \begin{array}{l} \text{but} \\ \text{though} \end{array} \right\}$ he dislikes me.

Conjunctions are often preceded by corresponding words. Try to remember the following pairs :

Both — and : He is *both* smart *and* good.

Either — or : Say *either* yes *or* no.

Neither — nor : The boy is *neither* at home *nor* in school.

Whether — or : I do not know *whether* I shall *or* I shall not go.

So — that : It is *so* dark *that* I can hardly see.

So — as : He is not *so* tall *as* I.

As — so : *As* you go, *so* will I.

As — as : Mine is *as* good *as* yours.

Such — as : I bought *such* things *as* I needed.

A number of words which, taken together, have the power of joining, form a *conjunctive phrase* :

He cried *as if* his heart would break.

I like him *inasmuch as* he likes me.

A conjunction is a word used to connect either sentences or words used in the same way in the sentence.

Fill the blanks with suitable conjunctions :

1. John — James will assist you, — you request it.
2. Boys — girls recite in the same class.
3. I cannot walk, — I can ride.
4. He is afflicted, — he is happy.
5. Do not go near the cars, — you will get injured.
6. — dead, he yet liveth.
7. Charles XII. acted — he were mad.
8. See — you carve out your own fortune, — you would have any.
9. — the ruby — the diamond are more valuable — the emerald.
10. — Wellington — Blücher was singly a match for Napoleon ; — together they overthrew him, — shaped the destinies of Europe.
11. Winter soon passes, — spring returns.
12. His brother came, — he did not remain.
13. The scholar was late — he had played on his way.
14. His little brother — sister were not able — to read — to write.
15. The lame boy cannot run — play as you — I can.
16. James was a good boy, — he could not learn his lesson so well — his classmates.
17. Boys bait their hooks with flies — worms.
18. Study now, — you will not always have a chance to do so.
19. Our words — our deeds should always agree.
20. Let your words be few — to the point.

Pick out the conjunctions, and tell whether they join words or sentences. Mention also the prepositions :

Some cows were standing in the barnyard, when one of them lifted her foot and accidentally kicked the cow behind her.

The one that had been kicked was so angry that she lifted her foot and kicked the one behind her, thinking she had done it. The third kicked a fourth, and the fourth kicked the one behind her; and in a few minutes all the cows were kicking and plunging about angrily, and not one of them knew how the trouble began.

§ 8. Interjection.

In the sentence, 'He, alas! will forget your kindness,' what is asserted? Do you understand the speaker to *regret* that he will forget your kindness? What word gives you that idea? Is this word necessary to make the assertion. What, then, is *alas* used for? To express sudden or strong feeling.

Other words are in this manner thrown into the midst of a sentence to express sudden feeling, but have no real connection with the words about them. They are called **interjections**. This name comes from *inter*, 'between,' and *jacere*, 'to throw.'

An interjection is a word thrown into a sentence to express deep or sudden feeling.

What mark is used after an interjection?

Use the following in sentences:

oh! ah! hurrah! pshaw!

Diagram the following:

1. Ah! I am surprised at the news.

(Ah!)

I am-surprised

at, news

the

2. Oh, how very warm it is !

(Oh!)

it is-warm

how

very

3. Bravo ! bravo ! do not fear.
4. Umph ! I guess at it.
5. Pshaw ! my pen is broken.
6. To-whit ! to-whit ! to-whee !
- Will you listen to me ?

Thus our many thousand words are grouped, with respect to their *use* in the sentence, into eight classes. Since each has a share or part with other words in making speech, these eight classes are called **parts of speech**.

The noun, the pronoun, and the verb are principal. The others may be divided into :

Modifiers — adjective, adverb.

Connectives — preposition, conjunction.

Emotion words — interjection.

Telling to which of the eight parts of speech each word in a sentence belongs, and its relation to other words, is called **parsing**.

Parse the words in the following. First explain the *use* of the word. Does it *name* something? Does it *stand* for a name? Does it *assert*? Is it subject or predicate? Does it modify a noun or a pronoun? If so, it is an adjective. Does it tell the *how, when, where*, or *why* of a verb? If so, it is an adverb. Does it modify, throw its force upon, an adjective or an adverb? Does it show the *relation* of a noun or pronoun to some other word? Does it, or can it, join statements? Is it thrown in among other words by way of exclamation?

LITTLE ORIL'S FANCIES.

O little flowers ! you love me so,
You could not do without me ;
O little birds, that come and go !
You sing sweet songs about me.

O little moss, observed by few,
That round the tree is creeping !
You like my head to rest on you
While I am idly sleeping.

O rushes by the river side !
You bow when I come near you ;
O fish ! you leap about with pride
Because you think I hear you.

O river ! you shine clear and bright
To tempt me to look in you ;
O water lilies, pure and white !
You hope that I shall win you.

CHAPTER III.

WORDS VARIOUSLY USED.

It should always be remembered that what fixes the class of a word is *the way in which it is used*. The same word by a change of use — that is, by a change of meaning — becomes a different part of speech. Thus:

1. A *calm* succeeds the storm.
2. It was a *calm* day.
3. They *calm* his fears.

In the first sentence, *calm* is the subject, the name of a state of weather; therefore it is a noun. In the second, it modifies a noun, denotes the kind of day; therefore it is an adjective. In the third, it asserts; therefore it is a verb.

The word *like*, again, is here used in four different ways:

1. As a *noun*: I never saw the *like* before.
2. As an *adjective*: Make *like* spaces between the lines.
3. As a *verb*: You may go or stay, as you *like*.
4. As a *preposition*: He stares *like* an idiot.

There is considerable interchange among the three classes of words, — adverb, preposition, and conjunction:

Preposition : He has not eaten *since* yesterday.

Conjunction : *Since* he is here, I will go.

Adverb : He has not *since* been seen.

Adjective : She is *but* a girl. (only)

Adverb : If we go, we can *but* die. (only)

Preposition : All *but* him died. (except)

Conjunction : He heard, *but* he heeded not.

Finally, any word used as the name of itself, is a noun. Thus :

There is an *if* in the way.

Parse the first *as* in the sentence.

Have you spelled *the* correctly ?

You see clearly from these examples that in order to parse a word you must first decide *how it is used*.

Parse the italicized words :

1. I shall call *in* an hour.
2. He could not hold *in* his horse.
3. He fell *off* (his horse).
4. The *off* leader strained his leg.
5. I have *no* silver.
6. He is *no* better.
7. You may stay, *as* it is raining.
8. My book is *as* clean as yours.
9. An *only* son.
10. I have *only* two.
11. The *very* thing.
12. You are *very* late.
13. I saw him *then*.
14. Am I *then* to stay ?
15. I like him, *yet* he avoids me.
16. The crime is made *yet* blacker by the pretence of piety.
17. He stands *above* us.

18. He lay *above*.
19. Is that *for* me?
20. He went, *for* he was ready.
21. The vases *stand* upon the *stand*.
22. I *saw* the *saw*.
23. They *look* with an eager *look*.
24. He fell into a *well*, not *well* covered, and has not been *well* since.
25. He rode *before* the lines *before* the battle began.
26. I say *that* such conduct is *fit* only for a madman.
27. You *sail* in *that* small boat with a *sail that* might *fit* a big ship.

CHAPTER IV.

EQUIVALENTS.

Strong men.

Men *of strength*.

A *thorny* bush.

A bush *with thorns*.

Study *diligently*.

Study *with diligence*.

The storm *grows* wilder.

The storm *is growing* wilder.

DOES *of strength* denote the same idea as *strong*?
Two or more words that do the work of a single word are called the **equivalent** of it.

What is the equivalent of *thorny*? Of *diligently*?
Of *grows*?

Which of the equivalents are adjuncts?

Does it make any difference whether you read these equivalents backwards or forwards? Do the words of each seem to be related in a certain order?

A phrase is a group of related words that does not include subject or predicate, and has the signification of a single part of speech :

to love,

to have been loved,

was loving,

on the right side,

having seen them home,

to be deplored.

An adjunct (as 'on the right side') is a prepositional phrase. Since a phrase may do the work of a noun, an

adjective, or an adverb, we have noun-phrases, adjective-phrases, and adverbial phrases:

1. *To write well* requires care.
2. *Rowing a boat* is good exercise.
3. The desire *to excel* is praiseworthy.
4. The man *in the moon* came down too soon.
5. The book *lying on the table* is mine.
6. He is fond *of fishing for trout*.
7. The little bird flew *over the roof*.

To write well and *rowing a boat* are the things of which something is asserted; and therefore we may call them noun-phrases. *To excel*, *in the moon*, and *lying on the table*, modify nouns; therefore they are adjective phrases. *Of fishing for trout* modifies the adjective 'fond,' and *over the roof* tells *where*, therefore they are adverbial phrases.

Select the prepositional phrases in the sentences above.

A phrase that does the work of a verb, is a verb-phrase:

She <i>goes</i> to school	<i>Verb</i> .
She <i>is going</i> to school	} <i>Verb-phrases</i> .
She <i>has been going</i> to school	
She <i>should have been going</i> to school	

Verb-phrases are often called **verbs**. Hence we may say that a verb is an asserting word or phrase.

A clause is a group of words containing subject and predicate and doing the work of a single part of speech.

Thus :

1. *How we shall succeed* is a question.
2. '*I will try*' has wrought wonders.
3. A pupil *who tries* will generally succeed.
4. The fact *that you were late* is evident.
5. He works *that he may succeed*.
6. I will go *when you are ready*.

In sentences 1 and 2, the clause is that of which something is said; and therefore it does the work of a noun. In 3 and 4, the clause modifies a noun, — shows *what* pupil, *what* fact; therefore it is an adjective. The clause in 5 tells *why*, and that in 6 tells *when*; therefore they are adverbs.

In each of these sentences there are two assertions. The clause is the **subordinate**, or dependent, assertion. The modified assertion is **principal**, or independent. The whole sentence is called **complex**.

If neither assertion modifies the other, the whole sentence is called **compound** :

The boys read, *and* the girls write.

He came, *but* he did not conquer.

Being of the same rank with respect to each other, such assertions are **co-ordinate**. Sometimes the conjunction is omitted :

He raised his gun, the trigger clicked, and the hammer fell.

The compound sentence is often contracted, giving, as we have seen, merely a compound subject or a

compound predicate. This happens when two or more clauses contain a *common term*. Thus, instead of saying :

He escaped from Elba, and he landed in the South of France,
we say :

He escaped from Elba, and landed in the South of France.

Try to remember the following definitions : —

1. A simple sentence is one that contains but one subject and one predicate :

Gold is yellow.	}	. . . (Declarative.)
He has not come.		
Have you returned so soon?		(Interrogative.)
Go back to your place.		(Imperative.)
How softly she walks !		(Exclamative.)

2. A complex sentence is one that contains a principal assertion and one or more clauses :

He was gone <i>before I arrived</i> (Declarative.)
Why did you not come <i>when you were called</i> ?	(Interrogative.)
Go <i>where you can be happy</i> (Imperative.)
How happy we were <i>when we were boys</i> !	. . (Exclamative.)

3. A compound sentence is one consisting of two or more co-ordinate or principal assertions :

It rained, and we returned. (Declarative.)
Has she gone, and will she return? (Interrogative.)
Go, but do not stay. (Imperative.)
How poor he is, and how rich are they !	. . (Exclamative.)

4. A sentence which is, as to use, partly of one kind, and partly of another, is called a mixed sentence :

Go to the ant, and she will teach thee to be wise.

The first part of this sentence is imperative, the second is declarative, and the whole is therefore a mixed sentence.

Tell whether the following are phrases, clauses, or sentences, giving the reason why :

- | | |
|---------------------------------------|--|
| 1. After lesson-time. | 15. The advocate addressed the court. |
| 2. School is now over. | 16. I did lift the key. |
| 3. Going home to dinner. | 17. To confess the truth. |
| 4. After dinner we shall go to bathe. | 18. War was declared. |
| 5. How warm the water is ! | 19. Which I always keep holy. |
| 6. Plunge in. | 20. To be a citizen of a free state. |
| 7. Not beyond your depth. | 21. But the time had not come. |
| 8. Let us return. | 22. Reflected by the water. |
| 9. Are you dressed already? | 23. When the sunbeam struck into the room. |
| 10. In a hurry to get home. | 24. On the opposite side. |
| 11. Having our lessons to prepare. | 25. Where rabbits burrow. |
| 12. Good luck to you ! | 26. That the dead are there. |
| 13. Having arranged his papers. | 27. That good men often commit faults, cannot be denied. |
| 14. On behalf of his client. | |

Tell whether the following sentences are simple, complex, or compound, stating why :

1. They breakfasted at nine o'clock.
2. The bride kissed the goblet, the knight took it up.

3. He dashed aside the falling tear.
4. I came because you wished me to do so.
5. The enemy's squadrons broke and fled.
6. No sounds of labor vexed the quiet air.
7. He is the freeman whom the truth makes free ; and all are slaves besides.
8. To kinder skies, where gentler manners reign, I turn.
9. The reason is so clear that it needs no explanation.
 10. A word to the wise
Will always suffice.
11. Come again to-morrow, and we will give you more.
12. The queen and the prince entered.

Contract these compound sentences into simple ones :

1. The boy laughs, and the boy cries.
2. The officer escaped, and his companion escaped.
3. Neither Peter writes nor James writes.
4. Nelson attacked the combined fleets, and Nelson defeated them.
5. I wrote to you, therefore by writing my object was attained.
6. He built a large house, but he did not build an elegant house.
7. Meet your difficulties boldly, and meet your difficulties honestly.
8. A piece of chalk will do, or a pencil will do.
9. Come by the boat, or come by the train.

Tell whether the italicized parts are phrases or clauses, and whether they are used as nouns, as adjectives, or as adverbs ; give reasons :

1. *To be anxious* is useless.
2. *That he is in error* is certain.

3. I like a rascal *to be punished*.
4. *What is done* cannot be undone.
5. *Whether he meant what he said*, is hard to determine.
6. *Walking to school* is being injuriously superseded *by riding thither in trains and omnibuses*.
7. The monkey *with the long tail*.
8. The monkey *that has a long tail*.
9. A man *without principle*.
10. A man *of honor*.
11. The book *belonging to my uncle*.
12. The business *in which I am engaged*.
13. The painter *of that celebrated picture*.
14. This is an action *to be deplored*.
15. It sings *very sweetly*.
16. We are ready *to die*.

Combine the statements of each set into one sentence, and tell what kind of a sentence it is:

1. { The Vandals left the uplands.
The Sueves left the uplands.
The Burgundians left the uplands.
They left early in the fifth century.

2. { The Vandals and Sueves pressed into Spain.
They formed a kingdom.
This kingdom was in the northwest corner of Spain.
It did not last long.

3. { It did not sink
I held it.

4. { The cow supplies us with milk.
Cheese and butter are obtained from milk.
The cow is a very useful animal.

5. { Cotton is gathered from the pod of a plant.
It is cleaned from the seed.
It is sent to the manufacturer.
He makes it into thread or yarn.
He also makes it into cloth.
He does this by the help of machinery.

Make a story by answering the following questions :

Who? — Charlie and Margie.

What relation were they? — Brother and sister.

How old were they?

What did they do? — They went to the woods.

When?

Why?

Did they find many?

What kinds?

What did they do with them?

How long were they gone?

Now tell to what class each sentence of your story belongs.

Write a story from the following outline; tell to what class each of your sentences belongs; mention prepositional phrases, and clauses; and tell what part of speech each such modifier is:

Charlie and Margie at the river; Charlie fishing; Margie gathering flowers; Charlie hears a scream; Margie has fallen into the river; Charlie finds a branch of a tree; very heavy; puts forth all his strength; pushes it towards her; it floats down to her; seizes it; Charlie runs for help; returns with his father; jumps in and brings Margie to the shore; is carried to the house; soon recovers; Charlie showed 'presence of mind.'

Pick out the verb-words and verb-phrases in the following story:

A fox that had once lost his tail in a trap was not pleased that his companions should have tails while he was tail-less. So he called them all together and said, 'Look at me, I am not burdened, as you are, with a long bushy mass that serves no purpose except to clean the ground behind you. You will never beat me in a race as long as you bear this burden, and I do not bear it. If you are wise, you will no longer wear these useless weights; and I can show you how to cut them off in a moment.' The younger foxes listened admiringly, and were all of them ready to cut off their tails. But a wise old fox got up and said, 'That is all very well, Mr. Tail-less; but you have not yet told us how you came to cut off your tail, and I will frankly admit I greatly suspect a trap had something to do with it. At all events, you did not find out that a tail so encumbered you while you had a tail, and I shall always believe that, if ever your tail grows again, you will not cut it off.'

Diagram the following sentences:

1. To steal is base.

To steal is base

2. To be or not to be is the question.

To be
 } *is question*
to be
 } *the*
not

3. The train started before sunrise.

train started
The before sunrise

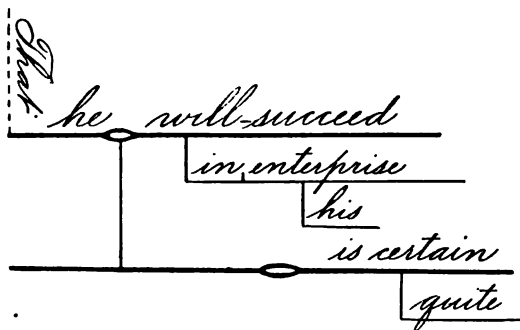
4. The train of forty freight-cars started before the sun rose.

train started
The of cars
forty freight
before sun rose
the

5. The sun rose, and the train started.

sun rose
The
and
train started
the

6. That he will succeed in his enterprise is quite certain.



7. His reply was that he would return to Boston because he had failed in business.



8. The infirmities of nature are common.
9. I will go, since you are afraid.
10. It stood by the river of the tree of life.
11. Are you going to the city or to the country?
12. Tarry till I come.
13. Why he left so suddenly is not clear.
14. Her answer was, 'Seven are we.'
15. The queen entered, and the prince followed.
16. No flowers are seen in the garden, and every leaf has gone from the trees.
17. The round harvest moon has risen before the sun has set.

CHAPTER V.

SUB-CLASSES OF WORDS.

§ 1. Kinds of Nouns.

EACH of the eight great classes of words may be divided into other classes. Suppose that three boys of your acquaintance are playing in the street, and that you wish to speak with one of them. If you say, 'Come here, *boy*,' they may stop and look, but will not know *which one* is called, because *boy* is a name *common* to them all; but if you say, 'Come here, *Robert*,' they will know who is meant, and *Robert* comes, because this name distinguishes him from the others: it is his *proper* name, and does not belong to the rest of the party, like the common name *boy*.

Again, if somebody says to you, 'I live in a city,' do you know where he lives? You do not, because there are a great many cities. But if he says, 'I live in *Boston*,' do you know where he lives? You do, because *Boston* is the name of a *particular* city.

So you see there are two kinds of names or nouns, common and proper. *Common* means general, or belonging to more than one. *Proper* means *one's own*, or belonging to only one.

A common noun is a name that may be applied to any one of a number of things of the same class or kind.

A proper noun is the name of an individual of a class.

Pick out the nouns, tell whether they are common or proper, first giving the reason why.

Model. -- *Frank left his book in the house.* *Frank* is the name of an individual, therefore it is a proper noun. *Book* and *house* are names that may be applied to any one of a class or kind of things, therefore they are common nouns.

1. God has made a star.
2. He cut his finger with a sharp knife.
3. Cows eat grass and give us milk.
4. King Solomon built the temple of Jerusalem.
5. This picture is taken from a painting by Dyce.
6. A photograph is a picture made by the light of the sun.
7. No hand of man could fashion so faithful a likeness.
8. By the telegraph we send messages with the quickness of lightning to distant places.
9. The year 1866 witnessed the final triumph of telegraphy in the establishment of subaqueous connection between the Old World and the New.
10. Telegraph-lines now stretch across the Atlantic from the southwest corner of Ireland to the island of Newfoundland and the continent of America.
11. Already the electric wires run from Great Britain eastward to Constantinople and India, from Norway to the shores of Africa.
12. The greater part of Europe and of North America is netted over with them; a considerable part of Australia, and a portion of Africa.
13. Thanks to the skill, energy, and perseverance of a few master-minds, the problem of girdling the earth is now practically solved.

14. The names of Thomson, Field, Canning, Cooke, Glass, Wheatstone, and Captain Anderson, of the steamship 'Great Eastern,' are imperishably associated together in the great crowning achievements of the telegraphic art.

In the preceding sentences pick out the adjectives, words, and phrases that modify nouns. Tell also the adverbial phrases.

Make sentences containing the following proper nouns. Let six of the sentences be complex, and six compound:

Names of Months.

Sunday.

Monday.

Thursday.

Tuesday.

Friday.

Wednesday.

Saturday.

New Year's Day. Declaration of Independence. Easter.

Fourth of July. Christmas. Thanksgiving Day.

Names of Months.

1. January.

4. April.

7. July.

10. October.

2. February.

5. May.

8. August.

11. November.

3. March.

6. June.

9. September.

12. December.

What is the difference between *Helen* and *girl*; between *Bible* and *book*; between *States* and *United States*?

There may be several words in a name; as 'James Russell Lowell,' 'Declaration of Independence,' 'Arabian Nights' (the name of a book).

The full name of a person is made up of the *Christian* name, or that given to each child, and the family

name. A long time ago a father was called a *sire*; and because the family name is the father's name, it was called the *sire*-name. This came to be written first, '*sir*name;' then '*sur*name.'

The first letter of a word is called its initial. Sometimes the initials are used instead of the name of a person; as H. W. L., for 'Henry Wadsworth Longfellow.' Often the surname is written, and the initials of the rest of the name are used; as B. Franklin, R. W. Emerson. Frequently the surname is written, and the initial only of the middle name is used; as John G. Whittier.

Brief means *short*; to *abbreviate* a word is to *shorten* it:

Sept. for *September*; *N. Y.* for *New York*.

The shorter form of a word is called an abbreviation.

Make sentences containing the following abbreviations used before names of persons:

<i>Capt.</i> Captain.	<i>Hon.</i> Honorable.
<i>Col.</i> Colonel.	<i>Mr.</i> Mister.
<i>Com.</i> Commodore.	<i>Mrs.</i> Mistress.
<i>Dr.</i> Doctor.	<i>Prof.</i> Professor.
<i>Gen.</i> General.	<i>Rev.</i> Reverend.

Make sentences containing the following abbreviations used after names of persons. Thus:

He wrote to F. S. Ball, A.B.

<i>Esq.</i> Esquire.	<i>A. B.</i> Bachelor of Arts.
<i>Jr.</i> Junior (younger).	<i>Ph. D.</i> Doctor of Philosophy.

<i>M. D.</i> Doctor of Medicine.	<i>P. M.</i> Postmaster.
<i>D. D.</i> Doctor of Divinity.	<i>Sr.</i> Senior.
<i>U. S. A.</i> United States Army.	<i>LL.D.</i> Doctor of Laws.
<i>M. C.</i> Member of Congress.	<i>M. A.</i> Master of Arts.

Learn to write correctly the following useful abbreviations:

<i>Co.</i> County or Company.	<i>Ave.</i> Avenue.
<i>Jan.</i> January.	<i>Supt.</i> Superintendent.
<i>Feb.</i> February.	<i>St.</i> Street, or Saint.
<i>Mar.</i> March.	<i>Mt.</i> Mount.
<i>Apr.</i> April.	<i>A. M.</i> Forenoon.
<i>Aug.</i> August.	<i>P. M.</i> Afternoon.
<i>Sept.</i> September.	<i>P. O.</i> Post-Office.
<i>Oct.</i> October.	<i>B. C.</i> Before Christ.
<i>Nov.</i> November.	<i>A. D.</i> In the year of our Lord.
<i>Dec.</i> December.	<i>N. B.</i> Note well.
<i>Inst.</i> the present month.	<i>P. S.</i> Postscript (written after.)
<i>Ult.</i> the past month.	

Note the following rules:

1. The first letter of every proper name should be a capital.
2. A common name joined to a proper name as a part of it, should begin with a capital letter; as 'Highland Street,' 'Hudson River,' 'Lake Erie.'
3. Use the period to denote an abbreviation.
4. Put a period after each initial letter used for the whole name.

Correct the errors in the following:

Here are frank and cora they have their dog carlo with them frank was ten years old last november, and cora will be

seven in august they are going away off on the cars to visit their uncle henry who lives in albany n y do you not think they will have a good time what fun it would be to go with them

§ 2. Kinds of Verbs

1. Frank caught a fish.
2. She broke her needle.
3. He killed a butterfly.
4. Fred ran against a tree.
5. Mary skates on the river.

In each of these sentences what word asserts action? In sentences 1, 2, and 3, what *receives* the action? Is there any preposition before this word? A noun or pronoun which thus receives the action of a verb *directly*, is called the **object** of that verb; and a verb that has such an object is said to be **transitive**.

In sentences 4 and 5 what word receives the action? Does this action pass over from the subject to the object *directly*, or by the aid of a preposition? Can you say 'Fred ran a tree,' or 'Mary skates the river?' No; Fred ran *against* the tree, and Mary skates *on* the river. Verbs which do not represent the subject as acting directly upon an object are said to be **intransitive**.

A transitive verb is one that represents the subject as acting directly upon an object.

An intransitive verb is one that is not transitive.

Supply objects to the following transitive verbs:

1. The sun gilds —.
2. The scholar gained —.
3. The diligent boy deserves —.
4. Education improves —.
5. Fools despise —.
6. Rain refreshes —.
7. The gardener prunes —.

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|---------------------------------|----------------------------------|
| 8. The boy repeats his —. | 12. The weary laborer reached —. |
| 9. The king levied —. | |
| 10. The physician prescribes —. | 13. Good men comfort —. |
| | 14. Good kings love their —. |
| 11. Spring revives —. | 15. The bridge spans —. |
| | 16. Ducks frequent —. |

Supply intransitive verbs to the following subjects:

The skylark —.	The lion —.	The parrot —.
The owl —.	The lightning —.	Gold —.
The morning —.	The torrent —.	The tide —.
The blackbird —.	The battle —.	The squirrel —.
The children —.	The wind —.	The bell —.
The victor —.	Swallows —.	Water —.
The drum —.	The cannon —.	The lamb —.
The smoke —.	The fruit —.	The wolf —.

Fill the blanks with transitive verbs:

1. The lion — his prey.
2. The bee — honey.
3. The woodman — the tree.
4. The hen — her chickens.
5. The fisherman — his net.
6. The husbandman — his field.
7. Learning — the mind.
8. Virtue — the mind.
9. Perseverance — difficulties.
10. Vice — the light.
11. The clouds — the prospect.
12. Adversity — friends.
13. Parliament — the laws.
14. Commerce — nations.
15. The flowers perfume —.
16. The sun — the clouds.
17. Spring — nature.

18. The volcano — flame.
19. The Hindoo — the Ganges.
20. The English fleet — the Spanish Armada.
21. Dionysius — Damon to death.
22. Cromwell forcibly — the House of Commons.
23. The king — a letter to his secretary.
24. The master — freedom on his slave.
25. The Romans — the whole of the known world.
26. The New World — no lions.
27. Hannibal — Italy by crossing the Alps.
28. The children — daisies.
29. The dog — the mansion.
30. The miser — the robber.

Make simple sentences containing the following transitive verbs :

purchase,	excel,	regard,
discover,	establish,	bequeath,
conceal,	paint,	introduce,
build,	honor,	overthrow,
construct,	strew,	caught,
rends,	imbibes,	overrate,
trust,	contain,	admire,
watch,	surprised,	welcome.

The object may be a phrase or a clause :

He tried *to speak*.

Bion said, '*Know thyself*.'

Bion said *that we should know ourselves*.

Astronomers teach *that stars are suns*.

Make six sentences containing object-clauses.

The same verb may be transitive in one use, and intransitive in another. Thus :

{ Snow <i>melts</i> .	{ The fire <i>burns</i> .
{ Heat <i>melts</i> snow.	{ Fire <i>burns</i> wood.
{ The lightning <i>flashed</i> .	{ He <i>turns</i> back.
{ His eyes <i>flashed</i> fire.	{ The water <i>turns</i> the wheel.

When a verb may be used alone as predicate, not only asserting, but showing what is asserted, it is said to be **completive**. *Completive* means *making* [the sense] *complete*. Thus:

The sun <i>shines</i> .	Baby <i>laughs</i> .
I <i>will remain</i> .	Apples <i>are ripening</i> .

A verb that asserts without showing what is asserted, thus requiring one or more words to complete the meaning, is said to be **incompletive**. Thus:

He <i>shut</i>	the door.
I <i>saw</i>	him.
The day <i>is</i>	lovely.
She <i>seems</i>	good.
He <i>looks</i>	ill.

The part showing what is asserted, is called **complement**.

The complement may be a noun denoting the same thing as the subject:

Iron is a <i>metal</i> .
Webster was an <i>orator</i> .
To persevere is <i>to succeed</i> .
Her answer was, ' <i>I am going home</i> .'

A noun thus used is called a **predicate noun**.

The complement may be an object:

Columbus discovered *America*.
 The sun gives *light* and *heat*.
 The hunters found *that the bear was gone*.

The complement may be an adjective, — a predicate adjective, telling us something about the subject :

- | | |
|-------------------------------|------------------------------------|
| 1. He was <i>sick</i> . | 4. He seemed <i>sick</i> . |
| 2. She is very <i>happy</i> . | 5. She appears very <i>happy</i> . |
| 3. This is <i>new</i> . | 6. This looks <i>new</i> . |

When an intransitive verb, not expressing action, merely asserts, and links to its subject one or more words used to show what is asserted, it is called a **copula** :

I <i>am</i> afraid.	They <i>were</i> brave and wise.
It <i>is</i> I.	She <i>became</i> or <i>seemed</i> worse.

The copula and the complement make, in such sentences, the bare predicate ; as, *am afraid, is I*, etc.

Read these sentences, mention every verb, and tell (1) whether or not it expresses action ; (2) whether it is transitive or intransitive ; (3) whether it is copulative ; (4) what is its complement, if it has one ; (5) what the complement tells us about ; (6) what part of speech the complement is :

- | | |
|---------------------------|------------------------------|
| 1. Birds fly. | 8. Reindeer draw sledges. |
| 2. Pansies bear seed. | 9. Julia waters the plants. |
| 3. Emma shells peas. | 10. The baby smiles. |
| 4. Minnie runs. | 11. Rushes grow tall. |
| 5. Pine-trees bear cones. | 12. Woodpeckers eat insects. |
| 6. William laughs. | 13. The men are making hay. |
| 7. Bees make wax. | 14. The boat has oars. |

- | | |
|----------------------------------|---|
| 15. Coal is useful. | 34. He put the letter into his pocket and smiled. |
| 16. Lead is heavy. | 35. The bird flew away. |
| 17. Lemons are sour. | 36. Leaves have their time to fall. |
| 18. Dogs are faithful. | 37. The robin picked the crumbs after hopping in at the window. |
| 19. A tiger is striped. | 38. Mary turned and saw the ox coming. |
| 20. Oranges are juicy. | 39. William ran up and turned the ox back. |
| 21. Clover is fragrant. | 40. Follow me when you hear me shout. |
| 22. Kittens are playful. | 41. The wind bloweth where it listeth. |
| 23. Acorn-cups are rough. | 42. It is time to fly when the wind blows the roof off. |
| 24. The summer is warm. | |
| 25. Oysters are bivalves. | |
| 26. Wood was a botanist. | |
| 27. Asbestos is a mineral. | |
| 28. Longfellow was a poet. | |
| 29. Morse was an inventor. | |
| 30. The book is a geography. | |
| 31. The general is an invalid. | |
| 32. The horse is a quadruped. | |
| 33. The farmer sent his servant. | |

Write interrogative sentences that illustrate each of the following statements: —

A verb may express	{	action,
		existence,
		condition.
	{	transitive,
		intransitive,
A verb may be		complete,
		incomplete,
		copulative.

You have heard that a *quality* may be *assumed* to belong to a thing, as 'the pretty pin-cushion;' or it may be asserted, as 'the pin-cushion is pretty.' So the

action, existence, or state expressed by a word may be assumed, and not directly asserted. Thus:

1. The girls, *seeing* their danger, cried for help.
2. *Having heard* the alarm in sufficient time, they escaped.
3. Are you fond of *skating*?
4. Are you anxious *to go*?
5. *Seeing* is *believing*.
6. *To see* the sun is pleasant.

All these italicized parts express action in a general way, but do not assert it. Mark the difference between 'The girls *seeing*' and 'The girls *see*.' Such words are called **verbals**.

A verbal is a word that expresses action, existence, or state, but does not assert it.

Seeing, in the first sentence, adds an idea to, or modifies, *girls*; *having heard* modifies *they*: therefore both are like adjectives. Like a verb, however, *seeing* denotes action, and takes an object. *Having heard* takes not only an object, but an adverb. Such a word, having the nature of both an adjective and a verb, is called a **participle**.

Skating, in the third sentence, names an action, and is the object of a preposition. *Seeing*, in the fifth sentence, names an action, and is the subject of a sentence. *Believing* names an action, and is noun-complement. Such verbals are called **participial nouns**.

A participle with its modifiers is called a **participial phrase**; as, 'Having heard the alarm in sufficient time.'

Verbals like *to go* and *to see* are called **infinitives**.

An infinitive with its modifiers is called an infinitive phrase; as, 'To see the sun.'

Pick out the verbs and verbals; also the participial and infinitive phrases:

1. To err is human.
2. William is yet to come.
3. The birds are beginning to migrate.
4. Drawing trains the eye.
5. Can he see without looking?
6. He is too gentle to hurt a fly.
7. Being irritated, I made an angry reply.
8. Did the dog run away howling with pain?
9. Stripping off his coat, he advanced to meet his foe.
10. Forsaken by all my friends, I took refuge in flight.
11. He does not seem to know how sinful swearing is.

Make sentences, using the infinitives as subjects:

to eat	to play	to read
to run	to steal	to write
to dream	to whistle	to sleep

Make sentences, using the infinitives as objects:

to sleep	to rest	to be chosen
to fall	to drive	to be driven
to give	to dance	to be whipped

Make sentences, using the participial phrases, some as adjectives, some as nouns:

rowing the boat	having been forgiven
having been late	looking over the lake
reading the book	picking the strawberries
holding the reins	having written the letter
looking for a pin	jumping from the carriage
closing their books	walking early in the morning

Change each action from its asserted to its assumed form, and add new predicates. Thus: 'The bird sings' may be changed to 'The bird singing in yonder tree *is a robin.*'

The horse runs.

He is listening.

The boy studies.

He is going to school.

The wind blows.

He is walking up the hill.

Change compound predicates to simple ones. Thus, 'The man fired and ran away' may be changed to 'The man, firing, ran away.'

The pupils have finished their tasks, and are allowed to play.

The lion rouses himself from his lair and begins to prowl.

Toward twilight the owl quits its perch and takes a circuit round the fields.

A hungry dog had picked up a bone and hurried off with it.

A crow saw a pitcher at some distance, and flew with joy to it.

Combine two simple sentences into one by using the participle:

1. Belgium was dissatisfied with its union to Holland. It revolted in 1830.
2. Napoleon was defeated at Waterloo. He wished to abdicate in favor of his son.
3. A frog one day saw an ox graze in a meadow. It imagined it could make itself as large as that animal.
4. The crow opened its beak. It let fall the cheese.
5. He turned up the bed-clothes. He found his child unhurt.
6. He ascended the scaffold. He addressed the assembly in a clear voice.
7. Edward surrounded the town. He patiently awaited the result of his measures.

8. The emperor became intolerably tyrannical. Some of his nobles conspired against his life.
9. The Russians burned Moscow. The French were compelled to leave the city.
10. Leonidas sent away all but three hundred men. He resolved to defend the pass with this devoted band.
11. Alfred disguised himself as a harper. He obtained access to the Danish camp.
12. Alfred attacked the Danes at Athelney. He there inflicted on them a signal defeat.

Distinguish between :

1. He rows *for exercise*.
2. He rows *that he may exercise*.
3. He rows *to exercise*.

Change complex sentences into simple ones :

1. A negro, if he works for himself and not for his master, will do double the work.
2. That we may fully understand the subject, let us consider the following statements.
3. Seals and other animals which have both land and water habits are sometimes called amphibious animals.
4. A good man will do his utmost that he may do good to his fellow-men and draw down blessings on himself.
5. When Cæsar had conquered Gaul he sailed for Britain.

Select the verbs and the verbals. Tell whether the verbs are words or phrases, transitive or intransitive, complete or incomplete, or copulative. Tell whether the verbals are adjective, nouns or adverbs, and point out their modifiers :

Two men set out on a journey ; one was blind, the other was lame. If they had known that they were both going the

same way, each might have helped the other ; but they did not know this, so each walked on by himself. Very soon the blind man overtook the lame man, and passed him, because he could walk much more quickly. But presently he came to a stream flowing across the road, and bridged by nothing but a narrow plank. Here, attempting to cross, he fell in. On finding his clothes drenched with water, he sat down to dry them. Meantime the lame man passed him, hobbling along with great difficulty, and obliged to stop to rest almost every minute. In this foolish way they would have pursued their journey, but, passing together through the next village, they met a little boy, who looked up at them and said, 'Why do they travel in this foolish way? Surely they would be more comfortable if the lame man rode on the blind man ; then the lame man might guide, and the blind might carry.' On hearing this, the blind man said at once, 'This is a good thought. What say you? I should like to try the experiment, if you did not object' 'By all means,' answered the other ; 'I shall be most happy to try it.' So up he jumped ; and in this way they pursued their journey, and finished it in half (of) the time that it would else have taken.

Make a story from the following outline, and tell all you can about the verbs and verbals :

A man driving his horse and cart — horse drawing a heavy load — did not turn as the man wished — man beat him — horse reared and plunged — would not go the right way — the man grew angry and beat him more — another man stepped forward — patted the horse on the neck — and spoke to him kindly — the horse turned — looked as if he would thank the man — bent his broad chest to the load — walked on briskly — a kind word is strong, and costs little.

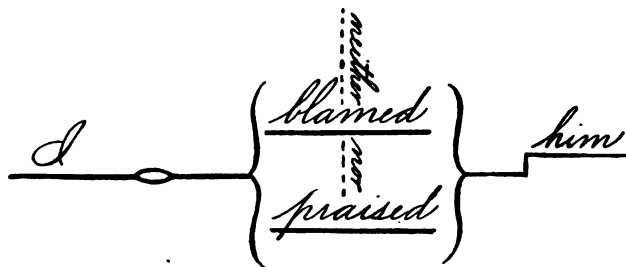
Give the oral analysis of each sentence, then diagram

it; observe carefully the signs for the object-complement and the participle:

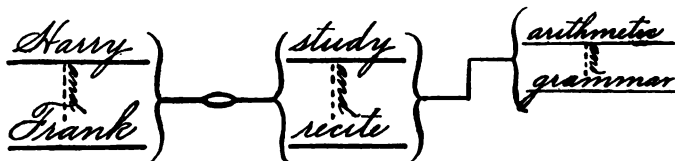
1. Music hath charms to soothe the savage breast.



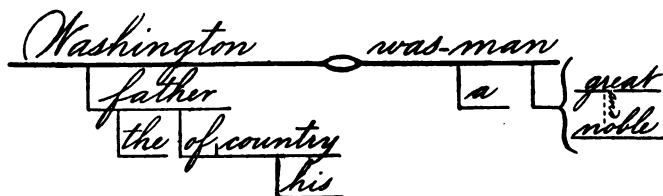
2. I neither blamed nor praised him.



3. Harry and Frank study and recite arithmetic and grammar.



4. Washington, the father of his country, was a great and noble man.



5. He meant to kill the man.

He *meant* *to kill* *the* *man*

6. His wish was to remain until the next day.

His *wish* *was to remain* *until* *day* *the* *next*

7. The glass, broken in pieces, lay upon the floor.

The *glass* *broken* *in pieces* *lay* *upon* *floor* *the*

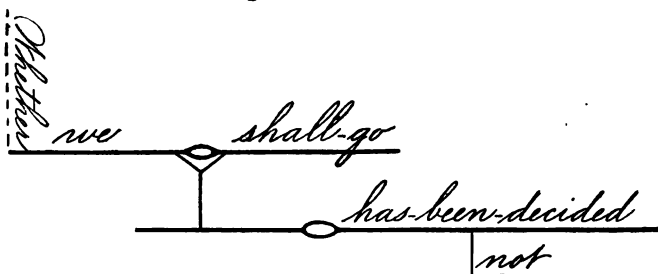
8. I saw a gentleman sitting on the porch.

I *saw* *a* *gentleman* *sitting* *on* *porch* *the*

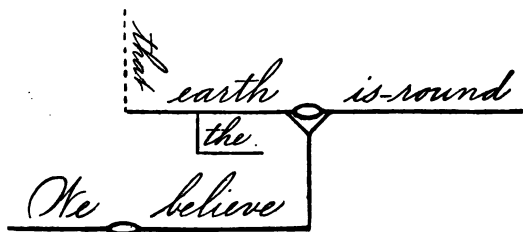
9. The Christmas-tree, loaded with gifts, presented a beautiful appearance.



10. Whether we shall go has not been decided.



11. We believe that the earth is round.



1. I like to sew.
2. The sun, being low, was pale.
3. I expect to go to-morrow.
4. Old Joe tells funny stories.
5. She promised to call early.
6. The cow eats her grass quietly.
7. Slight differences of opinion sometimes lead to strife.
8. The merchant opened his new shop.

9. Parents love their children.
10. Mary returned the cloth because she found it too narrow.
11. The boy's mother tended him with the greatest care.
12. His illness lasted long.
13. After many months he recovered somewhat ; but, alas !
the malady returned, and hurried him to the grave.
14. The soldiers, watching their chief, hastened onward.
15. We saw the men holding their horses.
16. The children playing in the street heard the bell ringing
at the house.
17. The tree planted by my father bears fruit for me.
18. The moon, hid behind the clouds, gave only a dim light.
19. Knowledge is power put into practice.
20. I saw a boy ploughing.
21. We saw a squirrel seated on the topmost branch of a tall
tree.
22. That he was a foreigner was well known.
23. I am not sure that he did it.
24. He pushed me, and I fell.
25. Did you say that Washington never told a lie ?

§ 3. Kinds of Pronouns.

A person speaking of himself does not use his name, but one of the words standing for his name, — **I, me.**

I asked Ida to go with *me*.

When a speaker joins himself with others, he uses **we, us :**

We asked Ida to go with *us*.

In speaking *to* another person or to others, we commonly say **you :**

Ida, will *you* go with us ?

In speaking of a male person, we avoid a too-frequent repetition of the person's name by the use of **he, him** :

I asked *him* to go, and *he* consented.

In speaking of a female person, we may use **she, her** :

I asked *her* to go, and *she* consented.

In speaking of a thing neither male nor female, we may use **it** :

John took the apple and ate *it*.

In speaking of more than one person or thing, we may use **they, them** :

They saw John ; John saw *them*.

These little words are called **personal** pronouns, because they have different forms to denote the *person speaking*, the *person spoken to*, and the *person or thing spoken of*.

A pronoun that denotes the person speaking, is in the **first person**, — *I, me, we, us*.

A pronoun that denotes the person spoken to, is in the **second person**, — *you* (and sometimes *thou, thee, ye*).

A pronoun that denotes the person or thing spoken of, is in the **third person**, — *he, she, it, they, them*.

The words *me, you (or thee), him, her, us, it, and them*, take the place of nouns used as objects.

The words *I, we, you, thou, ye, he, she, they, and it*, take the place of nouns used as subjects or predicate complements.

Each pronoun has a corresponding form that denotes ownership and is used as an adjective, — **my, thy, his, her, its, our, your, their**. As predicate adjectives, *my* and *thy* change to *mine* and *thine*; *her, our, your,* and *their* change to *hers, ours, yours,* and *theirs*:

This is {
my
thy
her
our
your or
their } book.

This book is {
mine
thine
hers
ours
yours or
theirs.

Select the pronouns; tell whether they are of the first, second, or third person, and why; whether they denote one or more than one; whether they are used as objects, subjects, or predicate complements; and which are adjectives:

1. Will you go with us?
2. They have gone and left us.
3. They were glad to see you.
4. Do you know where their house is?
5. Did you see the horse shake its head?
6. I left her book on your desk.
7. We should improve our time.
8. I will shoot the dog if it bites me.
9. Tell us what we shall see.

10. John says he did not hear you.
11. We brought it with us.
12. He found my book.
13. Will you let me go?
14. She deserves great praise for her work.
15. I say ye mistake me much, if such is your opinion.
16. Thou knowest him not.
17. Leave the books, and I will send them along with ours.
18. Your work is finished ; hers is not.
19. He lost himself in the wood.
20. If the book were mine, I should read it often.
21. I hope, madam, you find yourself better this morning.
22. I am much better, I thank you, sir.
23. The cause of truth itself requires it.
24. She told me herself.
25. Carrie and her cousin came to visit me ; they brought all their toys with them.
26. We are going to your house ; our dog is with us.
27. Ask thy Father in heaven to assist thee.
28. The bird hides its nest in the grass, that naughty boys may not find it.
29. James says he has a little pony which his uncle gave him.
30. Where are you going, boys? May we go with you?
31. Thou art my beloved Son ; this day have I begotten thee.

Fill the blanks with suitable pronouns :

1. Where are the children? — are gone to take a walk.
2. My brother is from home, and — will not be back for a week.
3. — am studying diligently.
4. Where is the dog? There — is, — has hurt — foot.
5. Did — see — sister? No ; — was away when — called.

6. Where is — aunt? Is — coming to-night?
7. — am sorry that — cannot come; but — is so ill that — cannot leave — bed.
8. Grace called, and Lucy went home with —.
9. The hunters took their guns with —.
10. These things are so common with — that we hardly notice —.
11. His friends could not please —.
12. She will be glad to have you visit —.
13. She showed — the path that led to the village.

The noun for which a pronoun stands is called its antecedent. This word is from *ante*, *before*, and *cedere*, *to go*. The antecedent usually *goes before* the pronoun.

Pick out each pronoun, name its antecedent, and show in what respects the two agree:

1. Indians are treacherous in their character.
2. James struck his brother with his fist.
3. There goes Mary with her satchel of books.
4. Harry has a little carriage, and he often rides in it.
5. The old hen calls her young ones when she finds a worm for them.
6. A scorner seeketh wisdom, and findeth it not.
7. The snow spreads its white sheet over the whole country.
8. The book is so old that it has lost its cover.
9. Amy, will you get your doll?
10. A king cannot take his crown with him.
11. Men must reap the things they sow.
12. Augustus Cæsar boasted that he found Rome built of brick, and left it marble.

There are some longer pronouns, made from the simple pronoun by adding the noun *self* to denote

one person or thing, and the noun **selves** to denote more than one. These are called **compound personal pronouns**. They are —

myself,	herself,	ourselves,
thyslf,	itself,	yourselves,
himself,	yourself,	themselves.

Write sentences containing compound personal pronouns, tell how each pronoun is formed, and of what person it is.

Now let us make two statements, such as the following:

He sent for the girl. She immediately came.

These can be united thus:

He sent for the girl, and she immediately came.

Or we can say:

He sent for the girl, *who* immediately came.

In this sentence the word *who* stands for *girl*, and is therefore a pronoun. But it also joins the two statements, and is therefore a conjunction.

We may say:

This is the boy. You called *him*.

But these simple statements may be made into one sentence by the use of *that* or *whom*:

This is the boy *that* or *whom* you called.

Suppose our sentences to be:

This is the boy. *His* father was killed.

We may unite these by *whose* :

This is the boy *whose* father was killed.

Again :

We are like flowers. They bloom and die.

These may be united by *which* :

We are like flowers, *which* bloom and die.

The words *who*, *whose*, *whom*, *that*, and *which* (and sometimes *as*, in connection with *such*, or *same*), when used in this way, are called **relative pronouns**. They 'relate,' or join, clauses to antecedents.

The clauses introduced by relative pronouns, since they relate to or modify nouns, are always adjective clauses.

Who and *whom* are applied to persons.

Which is applied to inferior animals or things without life.

Whose and *that* are applied to both persons and things.

Sometimes the antecedent is not expressed, or rather it is included in the relative :

He found *what* he wished.

Whoever does it will be punished.

These sentences are equal to :

He found the *thing which* he wished.

Any person who does it will be punished.

The words *what, whoever, whatever, whichever*, when thus used, are called **compound relatives**.

Name each relative pronoun and its antecedent; tell what clause it joins to its antecedent, what part of speech the clause is, and why; whether the relative stands for one thing or more than one; whether it stands for the speaker, the person spoken to, or the person or thing spoken of; whether it is object, subject, or complement after a copulative verb:

1. The person who does no good does harm.
2. He studies what is useful.
3. We honor those persons who are honorable.
4. The bird which sang so sweetly has flown.
5. The boy who fell into the river was saved by a boat that was passing.
6. That is the man whose house was burned.
7. Have you sold the goods which you bought?
8. I took what he gave me.
9. The man whom we saw to-day is the same that met us yesterday.
10. It was the darkest night that I ever saw.
11. God, who created all things, whose we are, and whom we serve, is eternal.

Put in suitable pronouns:

1. It was not — who called.
2. I think it is —.
3. All were saved but —.
4. Who rang the bell? — rang the bell.
5. It was — who broke the window.
6. It is —.
7. Are you taller than —?
8. John and — will go.

9. John found the book — had lost.
10. Have — read — lesson?
11. When does — intend to come?
12. This boy says — did n't do it.
13. James allowed — to read the letter — sent —.
14. Anne brought — little brother to school yesterday, but
— refused to come with — to-day.
15. The boy — fell off the wall told — mother that
— felt no pain.
16. When — have finished this letter — must send
— to the post-office.
17. The servant is not greater than — lord.
18. — Father — art in heaven.
19. Uneasy lies the head — wears a crown.
20. Will — show — — — have in — hand?

Use relative pronouns to combine simple sentences into complex ones:

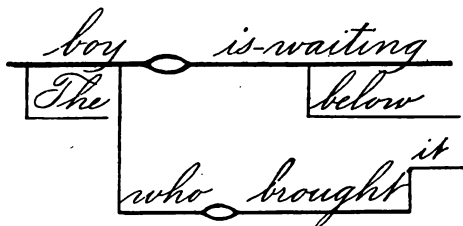
1. The seed has become a tree. It was planted by Edward.
2. Tea was unknown in this country a few centuries ago.
We could now scarcely dispense with it.
3. Cotton is a soft, woolly substance. It grows round the
seeds of a plant.
4. The city of Rome is situated on the River Tiber. The
city is about sixteen miles distant from the sea.
5. The snow fell during the night. It melted before morning.
6. The eldest son of Paul was Alexander. Paul was suc-
ceeded by Alexander.
7. The sea-dikes in Holland are generally about thirty feet in
height. They are erected all along the coast.
8. Nero's whole reign was a scene of bloodshed. He set
Rome on fire for mere amusement.
9. Charles was early inured to hardships. He could endure
cold and hunger without inconvenience.

10. The oak reproached a reed. The reed grew by the side of a stream.
 11. We saw a ship in the harbor. It sailed for London.

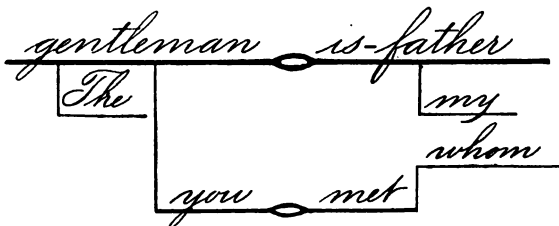
Analyze and diagram the following sentences:

1. The boy who brought it is waiting below.

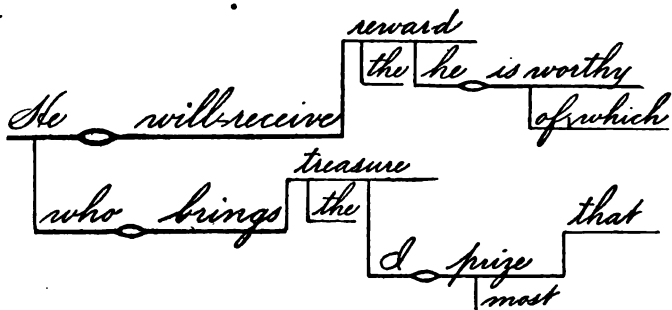
This is a complex declarative sentence, because it consists of a principal assertion and a clause. The principal assertion is *The boy is waiting below*; *who brought it* is the clause. The bare subject of the whole sentence is *boy*; the bare predicate is *is waiting*. The modifiers of the subject are *the*, and the relative clause *who brought it*. *The* points out, and *who brought it* tells *what* boy. *The boy who brought it* is the complete subject. The predicate is modified by *below*, an adverb telling *where*. *Is waiting below* is the complete predicate.



2. The gentleman whom you met is my father.



3. He who brings the treasure that I prize most, will receive the reward of which he is worthy.



4. He who runs may read.

5. The rings which surround Saturn can be seen with a telescope.

6. The boy whom the master called has come.

7. The books belong to the girl whose name is marked upon them.

8. This is the rat that ate the malt that lay in the house that Jack built.

9. The boys and girls said to the master, 'We are sorry that we did not tell the truth.'

10. A religion whose origin is divine, cannot teach false doctrines.

11. Was Solomon the wisest man that ever lived?

12. It is the tallest tree that I ever saw.

13. The person for whom you are doing so much, does not appreciate your kindness.

When I say, *Who comes here?* for what does *who* stand? It is therefore what part of speech? What

kind of a sentence is *Who comes here?* Then what kind of a pronoun is *who*?

Who, whose, whom, which, and what, when used in asking questions, are called interrogative pronouns.

Who goes there?

With *whom* did you go?

I know *who* goes there.

Which of you can do this?

Whose is this?

What do you wish?

Whom do you call?

Who, whose, and whom refer to persons only.

What refers to animals or things.

Which refers to persons, animals, or things.

Whose, which, and what are also used as interrogative adjectives:

Whose book is that?

Which flower will you have?

What man could foresee this?

Fill the blanks with interrogative pronouns:

1. — called me?

9. — is your teacher?

2. — did you send for?

10. In — class are you?

3. — is it?

11. By — are you taught?

4. — shall we fear?

12. — house is that?

5. Of — shall we be afraid?

13. By — is it occupied?

6. — do you prefer?

14. — came with you?

7. — will go with me?

15. With — did you come?

8. To — are you speaking?

16. For — did you ask?

Make complex interrogative sentences, using *who, whom, which, and what*. Thus:

Which is the cat that killed the rat?

Who that knew him could believe this story?

Make three simple and three complex interrogative sentences, using *whose*, *which*, and *what* as adjectives.

Observe carefully the object-complements in each of the following sentences :

If you take *this*, I will take *that*.

If you carry *these*, I will carry *those*.

Of what part of speech is each italicized word? Why? Which denote something near? Which denote something farther away? Which denote but one thing, and which more than one?

The words *this*, *these*, *that*, and *those*, when used as above, are called **demonstrative pronouns**. They point out, or direct attention to, the thing spoken of.

These words cease to be pronouns as soon as they become modifiers. Thus :

That man will not fight. The wing of *this* bird is hurt.
These people are foreigners. Did you see *those* Italians?

That, you remember, is often a mere conjunction :

He said *that* he would go.

The opinion *that* it was too late, prevailed.

Point out the demonstrative pronouns :

1. This is the house.
2. How was this dog hurt?
3. These apples are sour.
4. Those that think most, live most.
5. Have you read these books?
6. Did you see those wild geese?

Tell what each *that* is in the following sentences :

1. Who is that gentleman that spoke to you?
2. When you find the passage that I want, show it to that lady.
3. Is that your pen that you have dropped?
4. That bears a strong resemblance to the picture of Holyrood Palace that you showed me.
5. Where is the girl that finished that drawing that hangs on that wall?
6. Give me that book — that one that you have in your hand.
7. The girl that studies will learn.
8. I did not know that he had come.
9. Bless them that persecute you.
10. I heard that you had been sick.
11. The man that owns that house says that he will sell it.
12. She that is virtuous will be loved.
13. It was a violent wind that blew down that tree.
14. I have sold the horse that you sent me.

Put *who* or *which* instead of the relative *that* in the preceding:

Fill the blanks with suitable pronouns:

1. The carriage — we came in has returned.
2. The man — you saw was my friend.
3. The book — I borrowed has been returned.
4. I will gladly lend you the book — you sent for.
5. The lady — spoke to me is my sister.
6. The scholar — studied most got on best.
7. James has lost the knife — his father gave him.
8. The cow — the farmer bought yesterday is in the field.
9. It was Dr. William Harvey — first proved the circulation of the blood.
10. Martin Luther, by — labors the Reformation was chiefly brought about, died in the year 1546.

11. Jerusalem was the city to — Crusaders bent their course.
12. They stood on a hill — overlooked a beautiful plain.
13. The men for — they waited soon came in sight.
14. We met the blind boy and the dog — you told us of.
15. We gave the boy three cents — was all — we had.

When the words—

each,	some,	any,	none,	aught,
either,	few,	many,	both,	such,
neither,	all,	one,	other,	naught,

stand for names, they are called **indefinite pronouns**, because they do not point out or particularize.

Compare the italicized words, and tell which are pronouns, and which are adjectives, giving the reasons:

1. *All* men are mortal.
2. *All* must perish.
3. *Much* remains to be done.
4. He wastes *much*.
5. He is heard for his '*much* speaking.'
6. The *little ones* are asleep.
7. He could do but *little*.
8. *Many* will worship him.
9. *Many* were killed.
10. *Each* hour should be improved.
11. *Many* will be called, but *few* will be chosen.
12. *Many* men of *many* minds.
13. *Either* will suit.
14. *Both* stories are false.
15. *Neither* officer was to blame.
16. There is *little* hope for *such*.
17. Reward *each*.

18. Did you see *both*?
19. *Those* letters should be mailed.
20. *Such* cases do not often occur.
21. *One* man's meat is *another* man's poison.
22. *These* are too slow, *those* are too fast.
23. *What* shall I bring you?
24. She had no fortune, but *that* of my father was ample.
25. *One* shall be chosen, and *another* left.

Put in suitable pronouns:

1. Every person should remember that — may need help some day.
2. Let every pupil be ready to take — slate with —.
3. A wise teacher requires — boys and girls to obey —.
4. The bird and — mate are in the tree.
5. A writer wishes to know what will please those for whom — writes.
6. This is the boy — broke the window.
7. We bathed in the lake — waters are as clear as crystal.
8. The kind words — you have spoken will never be forgotten.
9. They — seek me early shall find me.
10. Happy is the man — walketh not in the counsel of the ungodly.
11. She is a person — everybody respects.

Put in compound personal pronouns:

1. The travellers refreshed — at a cool spring.
2. She — must work, and take care of —.
3. You ought to be ashamed of —.
4. She supported her mother and — by her work.
5. I behaved — as well as you behaved —.
6. The man has injured — by the course he has pursued.
7. If a house be divided against — that house cannot stand.

8. The teacher — could not explain the example.
9. The pupils behave — remarkably well.
10. If we exert — we shall surely win.

Write sentences illustrating the use of *who*, *which*, *what*, and *that* as two different parts of speech.

Write four sentences about each of the following things, using object-complements in two of them, and adjective-complements in the other two :

ink rain monkey moon dog

Make sentences containing infinitive phrases used as adverbs, adjectives, and nouns.

Make five sentences containing participial phrases, of which two shall be in the subject, and three in the predicate.

Diagram the following sentences :

1. The planet Jupiter has four moons.
2. Living toads are sometimes found in the middle of huge rocks.
3. Pride in dress or in beauty, betrays a weak mind.
4. The city of London is situated on the River Thames.
5. The vessels carrying the blood from the heart are called arteries.
6. The book prized above all other books is the Bible.
7. Rivers rising west of the Rocky Mountains empty into the Pacific Ocean.
8. The guns fired at Lexington were heard around the world.
9. The thick mists which prevail in the neighborhood of Newfoundland are caused by the warm waters of the Gulf Stream.

10. The power which brings a pin to the ground holds the earth in its orbit.
11. Death is the black camel which kneels at every man's gate.
12. Our best friends are they who tell us of our faults and help us to mend them.

Expand sentences 5, 6, 7, and 8, into complex sentences.

Contract sentences 9, 10, 11, and 12, into simple sentences.

§ 4. Kinds of Adjectives.

Good health is *long* life.

Black clouds turn to rain.

The *large* tree bears *sweet* apples.

White, fleecy clouds are in the *blue* sky.

What kind of health is spoken of? What kind of life? What kind of a tree? What kind of a sky? What clouds turn to rain? What kind of apples does the tree bear? What kind of clouds are in the blue sky?

Thus we see that some adjectives describe things by showing of what kind or quality they are. We may call them **descriptive** or **qualifying** adjectives.

One man sat in the *fourth* pew.

No pupil was idle.

Every pupil studied.

Some ships were destroyed.

Both boys were absent.

Much good may be done quietly.

In these sentences the adjectives do not tell the

kind, as the others did, but the *number* or *quantity*. Such adjectives are called **numerals**.

This man is innocent.

That man is guilty.

Yonder wall is decaying.

Do we mean that *any* man is innocent? Or that *any* man is guilty? Or that *every* wall is decaying?

A few adjectives, like *this*, *that*, and *yonder*, are used, not to describe, nor to tell how many, but to particularize or to point out. Such are called **demonstrative** adjectives:

Which study do you like best?

What word did he misspell?

Whose pen is that?

Do you like all your studies best? Did he misspell all his words? Do we mean any pen? Do we here distinguish one thing from another by stating or by asking? Do *which*, *what*, and *whose* lean or depend upon names?

Which, *what*, and *whose*, used adjectively, are called **interrogative** adjectives.

Accordingly, we have the following definitions:

1. A descriptive adjective is one that denotes quality or sort.

2. A numeral adjective is one that expresses number or quantity.

3. A demonstrative adjective is one that points out particular things; as *the*, *this*, *these*, *that*, *those*.

4. An interrogative adjective is one used in asking questions, — *which, what, whose*.

Mention every adjective, tell what it modifies, and to which of the four sub-classes it belongs:

1. I see a black horse and a white horse in the picture.
2. That old man is poor and lame and blind.
3. I live in a red house with green blinds.
4. The little boat cannot sail so fast as the great ship with its tall masts and broad sails.
5. I know a sweet young girl with mild blue eyes.
6. A smoking chimney and a scolding wife try the patience of a man.
7. A hare and a tortoise ran a race.
8. The tortoise gained the race.
9. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.
10. In which house do you live?
11. The warm sun ripens the growing grain.
12. All the boys are in the new class.
13. Seven days make a week.
14. All cats are gray in the dark.
15. The bell did not ring on that day.

Write a sentence in which you use a series of descriptive adjectives; also one in which you use a series of numeral adjectives.

Write sentences, using these words as adjectives; tell what kind of adjective each is:

long	sincere	useful	tough	heavy
two	fifth	tenfold	all	some
waving	flying	this	the	singing
a	any	many	whose	third

Write sentences containing words that mean the opposite of —

healthy	frail	healthful	sincere
truthful	shallow	slender	narrow

Form nouns from the adjectives, sometimes changing the spelling:

(1) By adding the syllable *ness* :

white	black	loud	coarse	rough
sweet	hard	heavy	swift	bright

(2) By adding *th* :

long	wide	young
deep	warm	true

Form adjectives from the nouns by adding *less*, *ful*, or *ish* ; then form nouns from these adjectives by adding *ness* :

care	father	cheer	boy	girl
tear	pity	health	rogue	fever
sleep	play	fear	self	fop
leaf	hurt	beauty		

Long ago people said *ane* tree or *ane* act when they meant one tree or one act. Then the *e* was dropped, and they said *an* tree or *an* act.

Still later, for the sake of ease in speaking, *n* was dropped except before words beginning with the sound of *a*, *e*, *i*, *o*, and *u* ; as :

an ape an elephant an image an orange an urn

Some words beginning with *o*, *e*, or *u* are sounded as if they began with *w* or *y*. Before such we use *a*, not *an*; as 'many *a* one,' '*a* useful boy,' '*a* ewe and her lamb.'

The little words *a* or *an*, and *the*, are called articles. *The* is called the **definite article**, because it usually means a particular thing of the kind named. *A* or *an* is called the **indefinite article**, because it means *any one* thing of the kind named. 'Give me *a* pen' means that *any* pen will do.

This is used to point out one thing near at hand; *that*, to point out one thing farther off.

These and *those* point out more than one: the first denoting objects near at hand; the second, objects farther off.

Make sentences, using either *a* or *an* before:

acre	office	peach	match
melon	unit	apple	ankle
hour	idleness	heir	echo
plum	upper room	hair	young man
aisle	carpet	wagon	hundred men

Make sentences, using *a* or *an*, *this*, *that*, *these*, or *those* before:

whip	goose	mice	ox
awl	geese	engine	oxen
apples	mouse	nights	honey-bee

A noun often does the work of a simple adjective:

- (1) She wore a *diamond* necklace.
- (2) Has the *London* mail arrived?

- (3) *Frank's* dog is in *Mr. Smith's* yard.
- (4) Kelley, the *gardener*, is going home.
- (5) The novel, *Uncle Tom's Cabin*, is very popular.
- (6) Parse the phrase, *to go home*.
- (7) Her answer, '*Seven are we*,' was repeated.
- (8) The fact *that he struck her*, is evident.

All the italicized parts here, since they modify nouns, are, in effect, or *use*, adjectives. In (3) the modifying noun denotes possession. In (4), (5), (6), (7), and (8), the modifier describes or identifies the noun. Note the difference between :

Mr. Smith has returned.

Mr. Smith, the merchant, has returned.

A noun or pronoun used to identify another noun or pronoun is said to be in apposition with it.

A pronoun may do the work of an adjective :

- | | |
|-------------------------------------|--|
| (1) They killed a <i>she</i> -bear. | (6) <i>This</i> lunch is <i>mine</i> . |
| (2) This is <i>my</i> lunch. | (7) The basket is <i>hers</i> . |
| (3) He took <i>her</i> basket. | (8) The hat is <i>yours</i> . |
| (4) Hang up <i>your</i> hat. | (9) The slates are <i>theirs</i> . |
| (5) They broke <i>their</i> slates. | |

In all these sentences but the first, the modifying personal pronoun denotes possession.

In the predicate position, the pronoun changes its form slightly, as you see in (6), (7), (8), and (9).

A participle or participial phrase may do the work of an adjective :

The man *driving* told him to get off.

The city *standing on a hill* may be seen a great distance.

Cæsar, *having crossed the river*, gave battle.

An infinitive may do the work of an adjective :

Books *to read* were given him.

Time *to come* is called future.

His attempt *to close the doors* was not successful.

A prepositional phrase may do the work of an adjective :

The flowers *of spring* are here.

The boys *on our street* are noisy.

The man *in the moon* turns a grindstone.

A relative clause does the work of an adjective :

The man *who is in the moon* turns a grindstone.

The house *which he built* was sold.

These are subjects *that are hard to understand*.

Pick out all the simple adjectives and all the parts that do the work of adjectives :

1. He saw a man in armor.
2. The house built by Jack was destroyed.
3. He made a dog kennel.
4. Give me your hand.
5. The army, being defeated, withdrew.
6. The street of By and By leads to the house of Never.
7. A horse to ride, and a drum to beat, satisfy him.
8. The fear of evil is the beginning of wisdom.
9. He that leans on his own strength leans on a broken reed.
10. These books are my father's.
11. The moss-covered bucket which hangs in the well.
12. The prince, young and handsome, won the hearts of his subjects.
13. She looks pretty.
14. What man would do such a thing?

15. Up yonder hill the village murmur rose.
16. The scene was an unfailing source of pleasure.
17. Henry, the coachman, has gone to the barn.
18. You, Landis, were not attentive.
19. He was Arnold the traitor.
20. He laughs best who laughs last.
21. I know a bank where the arbutus grows.

Clauses may often be changed to phrases, and both may be changed to words, without change of meaning. Thus:

1. He is a man *of wealth* = He is a *wealthy* man.
2. These are reports *that can be relied upon* = These are *trustworthy* reports.
3. Are these the lessons *which are to be reviewed*? = Are these the lessons *to be reviewed*?
4. This is the temple *that Solomon built* = This is the temple *built by Solomon*.

On the other hand, an adjective may be expanded into a phrase or a clause having the same meaning:

He is an *eminent* man = He is a man *of eminence*.
Ambitious boys = Boys *who are ambitious*.

Change the adjective phrases and clauses to adjective words:

1. The boy who studies will improve.
2. The girl that is polite has friends.
3. The man who is learned is respected.
4. The horse which moves gracefully is admired.
5. The merchant who acts honorably obtains credit.
6. Let me show you some goods that are from Japan.
7. Citizens who are patriots will not neglect to vote.

8. I wish to introduce you to some travellers from America.
 9. I plucked a flower which grew in the garden.

Expand adjective words into phrases and clauses :

a beautiful girl	a garden flower
an untruthful man	bad people
the studious boy	a box of wood

Write five sentences containing adjective phrases and five containing adjective clauses.

An adjective that comes from a proper noun should begin with a capital letter.

He was an Austrian general.
 He saluted the English flag.

Write sentences containing proper adjectives made from the following nouns :

France	Spain	Britain
Greece	China	Mexico
Rome	Scotland	America

Appositives are separated from the rest of the sentence by commas.

Put commas where they are needed :

Jones the merchant has failed.
 We crossed the Amazon the largest river in the world.
 His favorite sport to hunt the deer was over.
 The motion that the petition be granted prevailed.
 The maxim Haste makes waste is little heeded.
 To travel comfortably a necessary thing in my case was impossible.
 To play the flute his chief delight was now impossible.
 He became a bankrupt a result which had long been expected.
 This notion that she is a beauty has spoiled her.

The pupil should not forget that the same word, phrase, or clause may be differently *used*, and so may become a different part of speech. Thus:

<i>That the earth is round</i> is easily proved	<i>Noun</i>
The fact <i>that the earth is round</i> is easily proved . .	<i>Adjective</i>
He was too weak <i>to rise</i>	<i>Adverb</i>
His attempt <i>to rise</i> failed	<i>Adjective</i>
<i>To rise</i> was impossible	<i>Noun</i>
We came on the <i>fast</i> train	<i>Adjective</i>
Do not walk so <i>fast</i>	<i>Adverb</i>
He went <i>for</i> pleasure	<i>Preposition</i>
He cannot go, <i>for</i> he disobeyed	<i>Conjunction</i>

Tell to what part of speech the words in italics belong:

1. Your *watch* is too slow.
2. Sailors *watch* the sky.
3. The *rose* is fragrant.
4. Edith *rose* from the chair.
5. The house is built on a *rock*.
6. The waves *rock* the vessel.
7. I saw a *fair* lady at the *fair* last night.
8. He has *more* money, but he is not *more* happy, than the peasant.
9. The general rode *before* the lines *before* the battle commenced.
10. Christ was able to *still* the tempest, but the disciples were *still* afraid, even upon the *still* waters.
11. The chemist poured the liquid into a copper *still*.
12. The gay lady thinks *little* of the misery which dwells in that *little* hut.
13. Though he has not *much* education, he has seen *much* of the world, and has been *much* flattered.

14. He kept the money *till* night, and did not leave *till* he had put it all safe in the *till*.
15. If we do not succeed, we can *but* fail.
16. They invited us all, *but* no one went *but* me.
17. *What* ! do you mean *what* you say?
18. At *what* price did you sell your horse?
19. *What* does he care for money?
20. Hope guides the *young*.
21. A *young* child needs constant care.
22. He spoke of his *future* plans.
23. The *future* is unknown.
24. *Two* boys joined our party.
25. We walked by *twos* and *threes*.
26. *This* is an almanac.
27. *This* almanac contains a list of the planets.
28. *All* things come alike to *all*.
29. There is *some* good in *every* man.
30. This day is celebrated by *some*.
31. ' Man wants but *little* here below, nor wants *that* little long.'
32. We had *little* joy.
33. In *former* times, men travelled in coaches.
34. You must choose the *former* or the *latter*.
35. Of two evils choose the *less*.
36. This sum is *less*.

§ 5. Kinds of Adverbs.

He works *outside*.

Mary died *yesterday*.

Wait *patiently*.

This book is *entirely* new.

This lesson is *very* short.

Perhaps he knows no better.

Where does he work? *When* did Mary die? In what *manner* shall you wait? *How* new is the book? *How*

short is the lesson? Are you *sure* that he knows no better, or do you assert it *doubtfully*?

Adverbs that tell *where*, are adverbs of *place*. Thus:

He walked	{	<i>here</i>
		<i>there</i>
		<i>up</i>
		<i>below</i> or
		<i>forth</i>
		<i>etc.</i>

Adverbs that tell *when*, are adverbs of *time*. Thus:

He comes	{	<i>now</i>
		<i>soon</i>
		<i>often</i>
		<i>never</i>
		<i>next</i>
		<i>first</i>
		<i>twice</i>
		<i>presently</i> or
		<i>frequently</i>
		<i>etc.</i>

Adverbs that tell *how*, are adverbs of *manner*.
Thus:

He speaks	{	<i>thus</i>
		<i>ill</i>
		<i>well</i>
		<i>otherwise</i>
		<i>truly</i> or
		<i>quietly</i>
		<i>etc.</i>

Adverbs that tell *how much*, are adverbs of **degree**.

Thus:

I am	{	<i>almost</i> <i>scarcely</i> <i>greatly</i> <i>very</i> <i>more</i> <i>little</i> <i>least or</i> <i>completely</i>	}	glad.
------	---	---	---	-------

Adverbs of manner that represent the assertion as positive or doubtful, are modal adverbs. Thus:

It is	{	<i>accordingly</i> <i>possibly</i> <i>probably</i> <i>certainly</i> <i>perhaps or</i> <i>not</i>	}	true.
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Carefully compare the following:

He lives *there*.

He lives *in that place*.

The ship sails *now*.

The ship sails *at this time*.

He walks *carefully*.

He walks *with care*.

She is *excessively* proud.

She is proud *to excess*.

Where does he live? *When* does the ship sail? *How* does he walk? *How* proud is she?

Hence we see that a phrase may do the work of an adverb:

1. We dine *at one o'clock*.
2. It was thrown *into the river*.
3. They came *in great haste*.

4. He was gone *all day*.
5. I come *to bury Cæsar*.
6. Bread too hard *to eat* was given them.

Likewise a clause may do the work of an adverb:

1. Chestnuts fall *when the frost comes*.
2. Come *as the winds come*.
3. I will go, *since you ask it*.
4. He studies *that he may succeed*.
5. I will go *if I am needed*.

The phrase, *to bury Cæsar*, and the clauses in 3 and 4, tell *why*. Adverbs that tell *why*, are adverbs of **cause**. Clauses like that in 5 are called adverbs of **condition**. We might consider them a variety of modal adverbs.

Now read these sentences:

This is the house *where* he was born.

This is the house *in which* he was born.

In the first sentence what connects the clause with the principal assertion? In the second sentence what connects the clause with the principal assertion? *Which* connects the clause with what word? *In which* modifies *was born* like what part of speech? Are *where* and *in which* equivalents? Does *where* therefore perform the double duty of modifying and connecting?

Adverbs that connect as well as modify are called **conjunctive adverbs**. Thus:

He walks	{	<i>when</i> <i>while</i> <i>where</i> or <i>as</i>	}	I walk.
----------	---	---	---	---------

He asked $\left\{ \begin{array}{l} \text{how} \\ \text{why} \\ \text{whence or} \\ \text{when} \end{array} \right\}$ I came.

A conjunctive adverb modifies the verb of the clause which it connects. The clause itself modifies the principal verb.

How, when, where, and why are used interrogatively; as:

$\left. \begin{array}{l} \text{How} \\ \text{When} \\ \text{Where or} \\ \text{Why} \end{array} \right\}$ did you go?

Pick out the adverbial words, phrases, clauses, and conjunctive adverbs; tell what each modifies and denotes:

1. The sun sinks slowly.
2. Too many eyes are gazing.
3. William went there yesterday.
4. Always speak the truth.
5. How dark the clouds are !
6. When will he come ?
7. He arose at a very early hour.
8. The air is very clear, very still, and tenderly sad in its serene brightness.
9. How seldom a good man inherits honor and wealth !
10. The noblest monuments gradually decay.
11. It is too late for repentance now.
12. Where is the boy ?
13. Loud shouts of merriment burst from the happy group.
14. Pride goeth before destruction.
15. The wolves prowled around the house.
16. Nothing great can be accomplished without labor.

17. The orders of the officers were heard above the din of battle.
18. When he falls, he falls as I do.
19. His face did shine as the sun.
20. Come when the clock strikes nine.
21. When the winds begin to blow, we generally go below.
22. Take her up tenderly,
Lift her with care,
Fashioned so slenderly,
Young, and so fair.

Supply suitable adverbs:

1. The lark sings — in the clear heavens.
2. Assistance was — given, and — received.
3. The appearances of Nature are — changing.
4. The archer handled his bow —.
5. The terrified animal rushed — through the arena.
6. The lady was — attired.
7. The boy was — warned of his danger.
8. Men — pursue fortune.
9. — soared the eagle.
10. Bad habits are too — acquired.
11. The moon shone —.
12. The ship was driven —.
13. The boy wrote his exercise —.
14. Eliza dances —.
15. Judge not — of your neighbor.
16. The soldiers were — attached to their general.
17. Fortune does not — attend merit.

Tell whether the clauses are adjectives, adverbs, or nouns, and why. *Be sure that you know what work the clause does before you say what part of speech it is :*

1. I believe he will succeed.
2. A man who lives a good life is usually respected.

3. Birds are found where fruit abounds.
4. This is the hour when the birds sing low.
5. I look forward to a day when all will be changed.
6. I remember the place where we met.
7. I remember where we met.
8. Where once we dwelt, our name no more is heard.
9. Go where glory waits thee.
10. He discovered why the apple falls.
11. They wish to know how you are.
12. We can always tell when he is angry.
13. It was as I said.
14. Do you know why it is cold?
15. His words were, 'Never give up the ship.'

Of what part of speech is each italicized word or phrase :

1. It stood *yonder*.
2. *Yonder* house is sold.
3. Did you go *far*?
4. I come from a *far* country.
5. The lesson is easy *to get*.
6. *To get* the lesson is easy.
7. You are *so* rude.
8. Do not talk *so*.
9. He is *very* sick.
10. He is the *very* man.
11. You shall *certainly* go.
12. Come *up*.
13. Come *up* stairs.
14. Are you *well* to-day?
15. You have done *well*.
16. I am *no* better.
17. I have been *ill*.
18. He rests *little*.
19. I have *no* work.

20. I was treated *ill*.
21. He has *little* rest.
22. Man wants but *little* here below.
23. The book lies *on the table*.
24. The book *on the table* is mine.
25. *From hill to hill* the echo sounds.
26. *To be ridiculed* is not pleasant.
27. He means *to accomplish his purpose*.
28. The means *to accomplish his purpose* were wanting.
29. They saw her *sitting on the damp ground*.
30. Her *sitting on the damp ground* was injurious.

Make sentences containing adverbs made from —

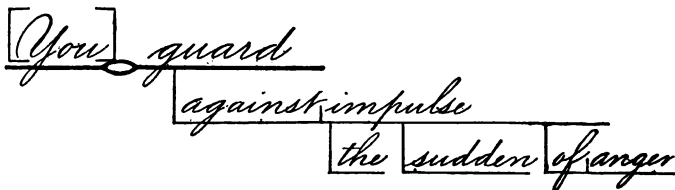
large	just	terrible
brave	entire	occasional
noble	honest	steady
careful	public	bright

Examples — bold-ly, feeb-ly, frantic-al-ly, angr-ly.

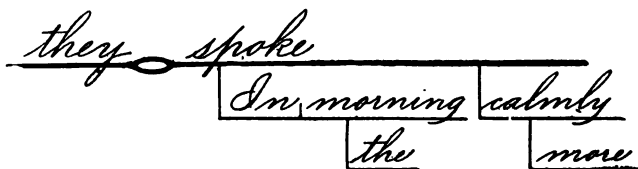
Make six sentences having modified subjects and modified predicates, two of which shall contain adverbs modifying adjectives, two adverb-phrases, and two adverb-clauses modifying verbs.

Diagram the following sentences:

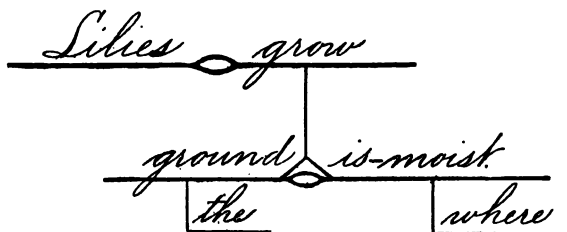
1. Guard against the sudden impulse of anger.



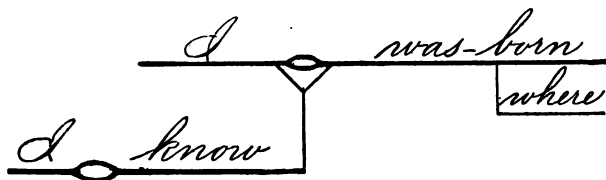
2. In the morning they spoke more calmly.



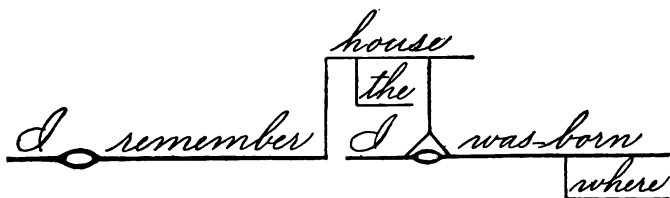
3. Lilies grow where the ground is moist.



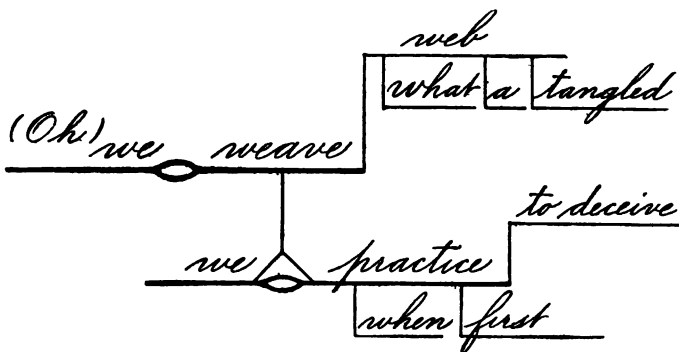
4. I know where I was born.



5. I remember the house where I was born.



6. Oh, what a tangled web we weave
When first we practise to deceive!



7. When does the moon change?
8. Can you tell wherein they differ?
9. Who knows whence he came?
10. Where there is a will there is a way.
11. When the wine is in, the wit is out.
12. I know a bank where the wild thyme grows.
13. Whither I go ye know not.
14. I came immediately when I heard you call.
15. Why did you not answer when I spoke to you?
16. He would not tell where he had been.
17. I have always assisted him when I could.
18. You will certainly tell me why you are going?
19. He can go whenever he desires to do so.

§ 6. Kinds of Prepositions.

Howard hid behind the tree.
The bird flew over the house.
Crawford was pale with fear.
Alice spoke in anger.

Fred cut his foot with an axe.
 Owen was struggling for life.
 Miss Garber started after sunset.
 The cause of temperance is gaining.
 The leg of the table was broken.

Where did Howard hide? Could he have hidden *in* the tree? What word in the sentence chiefly shows *where*? *Where* did the bird fly? Could the bird have flown *into* the house, or *around* the house? Which word in the sentence gives the direction chiefly? *Why* was Crawford pale? What *caused* him to be pale? What word shows the relation of the *cause* (fear) to the effect (paleness)? *How*, in what manner, did Alice speak? What word shows the relation between her speaking and her mood or *manner*? With what *instrument* did Fred cut his foot? What word shows the relation of the *instrument* to the cutting? For what *purpose* was Owen struggling? What word chiefly signifies *purpose* here? *When* did Miss Garber start? Could she have started *before* sunset, or *at* sunset? What word shows chiefly the exact time? Do we mean that every cause is gaining? Only the cause *referring* to what? Which is the relation-word? What *part* of the table was broken? What word shows the relation of this part to the *whole*?

Hence the relations expressed by prepositions are chiefly those of

Place	{	They live <i>in</i> a cottage.	} <i>Rest in place.</i>
		It stands <i>on</i> the hill.	
		He came <i>from</i> France.	} <i>Motion with direction.</i>
		She ran <i>into</i> the street.	
Cause		They suffered <i>from</i> hunger.	
Manner		He wrote <i>without</i> care.	
Means, Instrument	{	He succeeded <i>by</i> industry.	
		He dug it up <i>with</i> a mattock.	

Purpose	. . . They searched the place <i>for</i> hidden treasure.
Time	. . . { They came <i>by</i> night. You may stay <i>until</i> Saturday.
Reference	. . { She bought a book <i>of</i> music. Miss Rickey's essay <i>on</i> Renunciation. There is no question <i>as to</i> his ability.
Part to the whole	{ The leaves <i>of</i> the book. Which <i>of</i> you saw it? The trunk <i>of</i> the elephant. The mayor <i>of</i> Boston.

Point out the prepositions; name the object of each, and the word to which the object is connected by the preposition; tell, if possible, of what kind the relation is, — whether of place, time, or cause, etc.; what the phrase modifies, and what part of speech it is:

1. She is insane from anxiety.
2. Will you be absent from home?
3. We found rosebuds pink at the tips.
4. The house by the river is a hotel.
5. He came from the city.
6. Those on the shelf are sold.
7. The bucket hung in the well.
8. The path of industry leads to success.
9. My friend was with his regiment.
10. Birds in great numbers fly over this grove.
11. Some with blue plumage have dropped a handful of feathers for me.
12. Quails from the North meet jays from the South.
13. There are eggs in the nest near the vine.
14. The mother-bird is mottled at the throat and along the breast.
15. The river runs — from the mountains, by the fields, near

the church, round the town, through the common, over the rocks, to the sea.

Put in suitable prepositions :

1. He wrapped his cloak closely — him.
2. The visitor passed — the gate.
3. Swallows build — the eaves of the houses.
4. The mighty Andes rise — the clouds.
5. The rich man distributed his wealth — his relations.
6. The two brothers divided the portion equally — them.
7. The popular candidate was received — acclamations.
8. He had now fled — the reach of his pursuers.
9. The sun is eclipsed — the passage of the moon over his disk.
10. The preacher discoursed — the vanity of earthly wishes.
11. Encourage a distaste — idle pursuits.

§ 7. Kinds of Conjunctions.

1. Who thinks *or* dreams of me?
2. She walks gracefully *and* firmly.
3. Hamlet was actually insane, *or* he pretended to be so.
4. He said that I should go, *and* that he would remain.
5. He waited *until* the train left.
6. We know *that* the moon is uninhabited.
7. The fact *that* the moon is uninhabited is well known.

Are 'thinks' and 'dreams' independent of each other; does either modify the other? What word joins them? Parts independent of *each other* are of the same rank or order. What part of speech is 'gracefully'? Why? What part of speech is 'firmly'? Why? Are these two words of the same rank? What word joins them? Are the two *assertions* in 3 of the same rank? What word joins them? What is the object of

'said'? What part of speech is 'that I should go'? What part of speech is 'that he would remain'? Are these clauses of the same rank? What word joins them?

All such joining words are said to be **co-ordinative**.

What word joins each clause of sentence 4 to the principal assertion? Are the principal assertion and a clause of the same or of different rank? What part of speech is the clause in 5? What word joins it to the principal assertion? Are the parts thus joined of the same or of different rank? What part of speech is the clause in 6? What word joins it to the principal assertion? Does this word join parts of the same or of different rank? What part of speech is the clause in 7? What word joins it to 'fact'? Are 'fact' and the clause of the same or of different rank?

Since modifying parts are *sub-ordinate*, the conjunctions that introduce them are said to be **subordinative**.

Co-ordinative conjunctions are those that connect parts of equal rank, parts neither of which modifies the other.

We must overcome evil, *or* it will overcome us.

Men may come, *and* men may go, *but* I go on forever.

True friends are the same in prosperity *and* adversity.

I know not when he came, *nor* when he went.

Subordinative conjunctions are those that introduce clauses, or join parts of unequal rank.

1. I am proud *that* I am an American.

2. I did the work $\left\{ \begin{array}{l} \textit{after} \\ \textit{before} \\ \textit{when} \\ \textit{where} \end{array} \right\}$ he ordered it to be done.

3. I did the work $\left\{ \begin{array}{l} \text{as} \\ \text{because} \\ \text{for} \\ \text{since} \end{array} \right\}$ he ordered it to be done.

4. I will do the work *if* he says *that* I must.

5. I will not do the work *unless* he says *that* I must.

6. He was so weak *that* he fell.

7. He studied hard $\left\{ \begin{array}{l} \text{that} \\ \text{so that} \\ \text{in order that} \end{array} \right\}$ he might be great.

The dependent clause in the first sentence modifies what word? It is therefore what part of speech? The dependent clauses in 2 and 3 are what part of speech? Which denotes cause? Which denotes time? Which denotes place?

What are the complete adverbial modifiers of *will do* in 4 and 5? *That I must* modifies what word? What kind of a complement is it? *That he fell* is what part of speech? Why?

Put the dependent clauses first in some of these examples, then read the sentences. Does the meaning remain the same? Thus:

Since he ordered it to be done, I did the work.

If he says *that* I must, I will do the work.

That he might be great, he studied hard.

Supply suitable conjunctions; tell whether they are co-ordinative or subordinative, and why; what part of speech each clause is; whether the sentence is simple, complex, or compound:

1. I shall not go — I am invited.
2. — they are industrious, they will succeed.
3. — you wish to learn, you must study.
4. Read naturally — distinctly.
5. I care not — it rains — snows.
6. Cats catch birds — rats.
7. Margie — Oril have come to see me ; — they cannot stay long.
8. Birds sing, flowers blossom, — children are happy, — spring has come.
9. John, James, — William went to Boston ; — Charles went to Chicago.
10. I shall expect you — it rains.
11. I cannot tell — it will rain, — snow.
12. James — his brother come to see us every day.
13. She knows — she is beautiful.
14. Washington is honored — he was great — good.
15. I remained — the school was dismissed.
16. William Rufus reigned — William the Conqueror died.
17. We saw the lightning — we heard the thunder.
18. The riflemen fired — the bugle sounded.

Supply suitable conjunctions and diagram the sentences :

1. — you do not sow, you will not reap.
2. — you are careful, you will not get the prize.
3. — the lazy sailor had thrown out the rope at once, the drowning boy would have been saved.
4. — he promised great things, he did nothing.
5. — winter set in, the ant had gathered a good store of food.
6. — printing was invented, people wrote books with pen and ink.
7. — printing was invented, books became much cheaper.
8. — the shepherd was sleeping, the sheep were straying.

Tell what part of speech each italicized word is:

1. Remain *until* sunset.
2. Do not go *until* the sun has set.
3. Think twice *before* you speak.
4. Think twice *before* speaking.
5. I have not seen my friend *since* he returned from Dublin.
6. I have not seen my friend *since*.
7. The earth is *round*.
8. They fastened it *round* his neck.
9. He is taking his daily *round*.
10. *Still* waters are deep.
11. He was *still* struggling.
12. Have you seen the *still*?
13. It is *so* bright.
14. I'll not say thee nay, *so* thou wilt.
15. *That* cannot be.
16. Him *that* cometh I will in no wise cast out.
17. I am glad *that* he is coming.
18. They stayed *till* night.
19. Watch *till* I come.
20. It was kept in the *till*.
21. At *what* hour did you leave?
22. *What* do you wish?
23. Remain *while* I am gone.
24. They *while* away the time.
25. After a *while* we returned.
26. All *but* me were rewarded.
27. I go, *but* I return.
28. If we go, we can *but* die.
29. And *ere* another evening's close he had passed away.
30. And *ere* we could arrive [at] the point proposed.
31. They travelled *for* pleasure.
32. He cannot be a scholar, *for* he will not study.
33. Nature all blooming, *like* thee rejoices.
34. *Like* causes produce like effects.

35. We *like* whatever gives us pleasure.
36. We shall never see the *like* again.
37. At the *near* approach of the star of day.
38. We live *near* the springs.
39. Books were never *near* so numerous.
40. We shall *near* the lighthouse.
41. He can debate on *neither* side of the question.
42. We saw *neither* of them.
43. The boy could *neither* read nor write.
44. The *next* generation will see it.
45. Adjectives should be placed *next* their substantives.
46. The *off* ox should keep the furrow.
47. William fell *off* the load.
48. Love, and love *only*, is the loan for love.
49. *Only* observe what a swarm is running after her.
50. On the *opposite* bank of the river stood the house.
51. We stood *opposite* the Exchange.

CHAPTER VI.

ELEMENTS.

THE *elements* of a sentence are the parts used to express the different ideas that make up the complete thought.

The principal elements are the *bare subject* and the *bare predicate*.

The bare subject is the unmodified subject. It is either a noun or the equivalent of a noun:

- (1) A rolling *stone* gathers no moss.
- (2) The *good* die young.
- (3) *Two* of a trade can ne'er agree.
- (4) *Reading* stories is a pleasant occupation.
- (5) *To deceive* a friend is to lie basely.
- (6) *That he will succeed* is clear.

The bare predicate is the unmodified predicate.
It is —

1. A verb:

- (1) The snow *melted* rapidly yesterday.
- (2) Every man *must educate* himself.

2. A copulative verb and its complement:

- (1) Despatch *is* the *soul* of business.
- (2) Few persons *are* perfectly *happy*.
- (3) The stars *look* very *small*.

- (4) Young hearts never *grow old*.
- (5) Giving quickly *is giving twice*.
- (6) To give quickly *is to give twice*.
- (7) The fact *is that he is blind*.
- (8) His words *were 'It does move.'*

Subordinate elements are modifying or dependent elements:

1. Adjective:

- (1) *Dull* boys have become *famous* men.
- (2) *The path of industry* is the path *to success*.
- (3) Whittier, *the Quaker poet*, wrote 'Snow-bound.'
- (4) *Children's* manners show *their* training.
- (5) *A farm sloping to the south* is for sale.
- (6) He *that liveth well* liveth long.
- (7) Remember the maxim, '*Honesty is the best policy.*'

2. Objective:

- (1) We should hide the *faults* of others.
- (2) Every man should learn *to govern himself*.
- (3) They finished *reciting verses*.
- (4) We knew *that he was wrong*.
- (5) '*Know thyself*,' he said.
- (6) She was wise in making *that choice*.

3. Adverbial:

- (1) He walked *slowly*.
- (2) The paths of glory lead *to the grave*.
- (3) A messenger was sent *to convey the news*.
- (4) They shouted *till the woods rang*.
- (5) He rested *a few minutes*.

The entire or modified subject (as 'dull boys,' 'a farm sloping to the south') is often called the **complex**

or **logical** subject. The entire or modified predicate (as 'finished reciting his verses,' 'knew that he was wrong') is likewise called the **complex** or **logical** predicate.

Independent elements are the words and phrases not related to other parts of the sentence :

- (1) *Papa*, who makes it snow?
- (2) *Alas ! poor creature !* how she must have suffered.
- (3) Thy *rod* and thy *staff*, they comfort me.
- (4) *Well*, shall we go?
- (5) *To speak plainly*, you are my enemy, and I am yours.

Select the independent elements :

1. Vain men ! how little do we know what to pray for.
2. Cæsar cried, Help me, Cassius, or I sink.
3. O solitude, where are the charms
 That sages have seen in thy face?
4. The sea, the sea, the boundless sea !
 Let us rest beside the sea.
5. O Father ! touch the east, and light the day.
6. Roll on, thou deep and dark blue ocean, roll !
7. Mr. President, my object is peace.
8. The Pilgrim fathers, where are they?
9. The flag of the free, O long may it wave !
10. Permit me, sir, to add another circumstance.
11. Youth ! he said, I forgive thee.
12. My country ! 't is of thee,
 Sweet land of liberty,
 Of thee I sing.

Remember that a word, phrase, or clause is *adjective* if it modifies a noun or pronoun ; *objective*, if it is the object of a preposition or an action-word ; *adverbial*, if it modifies an adjective, an adverb, or an action-word, and is not an object.

The parts of a sentence that connect the elements are **connectives** :

Frequent the company *of* your betters.

Beauty is the mark *which* God sets *on* virtue.

Make the house *where* gods may dwell, clean, entire, *and* beautiful.

He failed *because* he was dishonest.

Subordinate elements may be simple, compound, or complex: that is, a modifier may itself be unmodified; it may consist of two or more co-ordinate parts; or it may be modified :

1. *Idle* boys become *poor* men.
2. To waste *in youth* is to want *in age*.
3. We found him *beaten, wounded, and deserted*.
4. *Remarkably bright* and *evidently happy* children were playing *on the lawn*.
5. The man approached *very cautiously*.
6. We may cover *a multitude of sins* — *with the white robe of charity*.
7. The days are made *on a loom, whereof the warp and woof are past and future time*.

The chief part of a complex modifier is its **base**. Thus, *bright* and *happy*, *on lawn* (preposition and its object), *cautiously*, *multitude*, *with robe*, *on loom*, are the bases in 4, 5, 6, and 7.

Principal elements (bare subject, bare predicate) may be simple or compound :

Bad *habits* gather by unseen degrees.

To dare is great, but *to bear* is greater.

'Temperance *fortifies* and *purifies* the heart.

A beautiful *poem* or *picture* has a refining influence.
How wonderfully have *science* and *invention* advanced !

Tell whether the sentences are simple, complex, or compound ; pick out the principal elements of each ; also the subordinate elements, and tell whether these are simple, compound, or complex ; what part of speech each is, and why ; whether it is a phrase or a clause ; name the complements, the kind of each, and also the connectives :

A boy, whose parents were dead, was so poor that he had nothing left but the clothes on his back and a loaf of bread in his hand. Putting his trust in God, he went out into the world. He travelled over hills and through valleys until he met an old woman. She begged him for something to eat. He gave her the whole loaf of bread, and went on his journey. Next, he met three little children crying and shivering with the cold. They prayed for some clothes to make them warm. So to one child he gave his hat ; to another, his coat ; and to another, his shoes and stockings. It was now growing dark, and the boy came to a big forest. He was cold and hungry, and had hardly any clothes left to cover his body. But when he went into the forest, a shower of silver dollars came down from the sky. They were shaped like stars, and were sent by God to the boy to reward him for his goodness. He had a warm supper and bed that night, in a cabin in the woods. All the rest of his life he lived in wealth and happiness.

Write sentences, using the following words, first as adjectives, then as nouns :

few	methodist	idle
wise	much	Irish
Indian	this	these
proud	ignorant	some

Substitute single words for prepositional phrases and italicized parts; then give the part of speech:

1. Men of sense act with caution.
2. They listened with attention.
3. They acted with calmness and with wisdom.
4. A man of truth will be believed.
5. I went of my own accord.
6. It can be done without difficulty.
7. The statement *cannot be denied*.
8. My labors are of no utility.
9. Were the proceedings according to law?
10. We were *wet to the skin*.
11. An attack *that could not be resisted*.
12. He saw several mummies *that were found in Egypt*.
13. My father spoke with kindness, but with firmness.
14. The queen replied with pride.
15. Yellow fever is in this place at the present time.
16. Anna wears a dress of silk and a bonnet of straw.
17. Harry has a hat of felt and a jacket of wool.
18. Who lives in this place?
19. The sentence must be read with distinctness.
20. The light faded by degrees.
21. Men of piety are esteemed.
22. The sun throws light on a whole hemisphere.
23. The river flows without ceasing.
24. The old man spoke with sadness.
25. The same occurrence happened *every day*.
26. We ascended the hill at the break of day.
27. We prosecuted our journey in spite of the bad weather.
28. The cuckoo pays us a visit *each year*.
29. The bird was secured on the instant.
30. He replied in a haughty tone.
31. America was not discovered by chance.
32. There were no railways at that time.
33. Captain Cook sailed round the globe.

Select the action-words in the following sentences :

The traveller walked to the top of the hill and surveyed the country.

Walking to the top of the hill, the traveller surveyed the country.

What two things in the first sentence did the traveller do? Are both of these asserted? Did he, in the second sentence, perform the same acts? Is each act asserted here? Which of the action-words asserts? An action not asserted is said to be **assumed**.

Make sentences, changing the assumed action of verbals to the asserted action of verbs :

- | | |
|--------------------------------|------------------------------------|
| 1. studying music | 4. captured in the act of stealing |
| 2. seeing the various displays | 5. the horse running |
| 3. the factory having closed | 6. the wind blowing |

Change assumed to asserted action, then name the principal elements :

Models.

- (1) They boarded the vessel *lying* in the harbor.
They boarded the vessel *that lay* in the harbor.
- (2) Wealth *acquired* dishonestly will prove a curse.
Wealth *that is acquired* dishonestly will prove a curse.
If wealth *is acquired* dishonestly it will prove a curse.
- (3) *Being detected*, he surrendered to the officer.
He *was detected*, and surrendered to the officer.
As he *was detected*, he surrendered to the officer
When he *was detected*, he surrendered to the officer.

1. The general, riding to the front, led the attack.
2. The man, having fired, ran away.

3. The balloon, shooting into the clouds, was soon lost to sight.
4. The sun, rising, dispelled the mists.
5. Cæsar, having crossed the Rhone, gave battle.

Substitute phrases or clauses for the italicized parts, and name the part of speech :

Models.

- (1) *Wealthy* men should give liberally.
Men *of wealth* should give *with liberality*.
Men *who are wealthy* should give *with liberality*.
 - (2) *With patience* he might have succeeded.
If he had been patient, he might have succeeded.
 - (3) *His guilt or innocence* is uncertain.
Whether he is guilty or innocent is uncertain.
1. The sun was *then* thought to revolve around the earth.
 2. The *studious* boy was rewarded.
 3. He *boldly* attacked the enemy.
 4. He rode *skilfully*.
 5. The vessels were *of wood*.
 6. He acted *nobly*.
 7. He believed *the earth to be round*.
 8. The manner *of his escape* is a mystery.
 9. *The rain having ceased*, we started.

Change complex sentences into simple ones :

Models.

- (1) Since I saw you, I have heard from my father.
Since seeing you, I have heard from my father.
- (2) There are many ills that we cannot avoid.
There are many *unavoidable* ills.

- (3) Alexander, who conquered the world, sighed for more worlds to conquer.

Alexander, *conqueror* of the world, sighed for more worlds to conquer.

Alexander, *having conquered* the world, sighed for more worlds to conquer.

- (4) Can you trust a man who habitually lies?
Can you trust an habitual *liar*?

1. The author, who is a woman, lives in Boston.
2. Help those that are weak.
3. Those that are rich should help those that are poor.
4. Read such books as will be helpful.
5. Goldsmith, who wrote 'The Deserted Village,' was born in Ireland.
6. We lost all the fish that we caught.
7. The gate that was broken is now mended.
8. The dog that barks does not bite.
9. As he walked toward the bridge, he met his friend.
10. When he had spoken two hours, the member resumed his seat.
11. Socrates declared that virtue is its own reward.
12. After he had suppressed the conspiracy, he led his troops into Italy.
13. When the boy saw his father, he ran to embrace him.
14. When the teacher found his pupils idle, he reproved them.
15. After the gentleman had settled his affairs, he left the country.

What part of speech is the clause in each of the foregoing sentences, and why?

Expand simple sentences into complex, and name the part of speech of each clause:

Models.

- (1) *Large* whales are seldom found.
Whales *that are large* are seldom found.
- (2) De Foe, *author of 'Robinson Crusoe,'* was an Englishman.
De Foe, *who wrote 'Robinson Crusoe,'* was an Englishman.
- (3) *Having been noisy,* the boys were punished.
Since they had been noisy, the boys were punished.
The boys, *since they had been noisy,* were punished.
The boys were punished *because they were noisy.*

1. It will dry after sunrise.
2. We must hasten to meet our friends.
3. He promised me to go at once.
4. A word to the wise
 Will always suffice.
5. Cradled in the camp, Napoleon was the darling of the army.
6. Having approved of the plan, the king put it into execution.
7. Satan, incensed with indignation, stood unterrified.
8. My friend, seeing me in need, offered his services.
9. James, being weary with his journey, sat down on the wall.
10. The owl, hidden in the tree, hooted through the night.
11. His supplies having been exhausted, the general capitulated.
12. We returned home, our work being finished.
13. The jury having been sworn, the trial proceeded.
14. The river being impassable, no attempt was made to cross it.
15. Sheridan, hearing the guns, galloped from Winchester to take command.
16. The Romans, having conquered the world, were unable to conquer themselves.
17. He went to town to buy a horse.

Change the compound sentences into complex, and the rest either into compound sentences or into simple sentences with compound predicates :

Models.

- (1) The sun rose, and we started.
When the sun rose we started.
 - (2) Charity, which begins at home, should not stay there.
Charity begins at home, but should not stay there.
 - (3) When he reached the middle of his speech, he stopped.
He reached the middle of his speech, and stopped.
 - (4) Those living in the Arctic regions need much oily food.
Live in the Arctic regions, and you will need much oily food.
 - (5) That you have wronged me doth appear in this.
You have wronged me, and it doth appear in this.
 - (6) Avoid swearing : it is a wicked habit.
Avoid swearing, which is a wicked habit.
1. With the dawn of morning, the clouds disperse.
 2. Prayer leads the heart to God, who always listens.
 3. When he asked me the question, I answered him courteously.
 4. Morse, the man who invented the telegraph, was a public benefactor.
 5. When spring comes, the birds will return.
 6. Pearls are valuable, and they are found in oyster-shells.
 7. Dickens wrote 'David Copperfield,' and he died in 1870.
 8. Some animals are vertebrates, and they have a backbone.
 9. We looked for a heavy shower, because the clouds were very dark.
 10. Emma could not read the story to me, because James had taken away the book.
 11. The child, playing by the river, fell into the water.
 12. My watch, losing time, was repaired by the jeweller.

13. The sun, rising, scattered the fog.
14. They went on board the vessel lying in the harbor.
15. Catching the thief, they find the watch in his pocket.
16. The balloon, rising rapidly, soon passed out of sight.
17. A boy, riding an elephant, led the procession.

Select the adjective, adverbial, and noun phrases, giving your reasons:

1. At sea the distant clouds seem low.
2. Regret for a misspent past will be useless.
3. My workmen were once my employers.
4. A collection of curiosities may become a museum.
5. The miser willed his property to a college.
6. Stone walls do not a prison make.
7. Foolish people often feel wise.
8. The Muses were the goddesses of art.
9. Every day in thy life is a leaf in thy history.
10. The cat's tongue is covered with thousands of little sharp cones, pointing toward the throat.
11. The men found knives and forks on the tables.
12. I will give you a key to the story of the fairy.
13. Who would wish to be forgotten?
14. They refused to release the prisoner.
15. Do you regret having done no more?
16. To get wisdom is a noble ambition.
17. Making money absorbed his time.
18. Many have tried to reach the North Pole.
19. Columbus won immortality by discovering a new world.
20. To try again, is to succeed.

Tell in what respect the above verbals are like verbs, and in what they are like nouns and adjectives:

Make three sentences with noun-complements, three with predicate adjectives, and three with predicate nouns.

Write sentences in which the subject shall be modified by:

- | | |
|---|-----------------------------|
| (1) An adjective. | (4) A participial phrase. |
| (2) A noun or pronoun denoting ownership. | (5) An infinite phrase. |
| (3) A noun in apposition. | (6) A prepositional phrase. |
| | (7) A clause. |

Write sentences in which the verb shall be modified by:

- | | |
|---|--|
| (1) An adverbial clause of | { Place,
Time,
Cause,
Manner,
Condition. |
| (2) A complex adverbial element whose base is | { An adverb,
An infinitive,
A prepositional adjunct. |
| (3) A complex objective element whose base is | { A noun,
An infinitive,
A clause. |

Make connected stories from the following outlines; diagram your sentences, and exchange papers for criticism:

The Strength of Union.

An old man was on the point of death. He called his sons to his bedside. He ordered them to break a bundle of arrows. The young men were strong. They could not break the bundle. He took it in his turn. He untied it. He easily broke each arrow singly. He then turned toward his sons. He said to them. Mark the effect of union. United like a bundle, you will be invincible. Divided, you will be broken like reeds.

King Alfred Learning to Read.

When Alfred was a boy his mother had a book of poems with beautiful pictures — shows it to her children — promises it to the first who learns to read. Alfred resolves to try, though not the oldest, goes to his tutor, studies hard, quickly learns, reads and repeats a poem to his mother, receives the book.

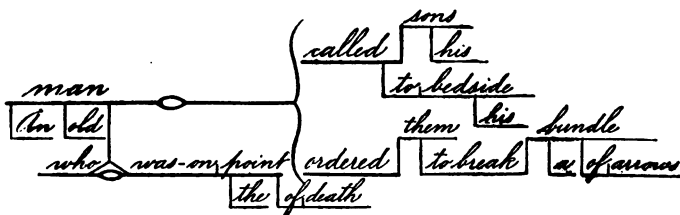
King Alfred and the Cakes.

878 A. D. — King Alfred a fugitive — seeks shelter with a cowherd — works for him — the cowherd's wife is baking one day — her cakes are on the griddle — she has to go out — bids Alfred look after them — he promises — is busy making bows and arrows — forgets the cakes — the good wife comes in — finds the cakes burned — scolds him — tells him he will be glad enough to eat the cakes — her dismay when she finds out that he is the king.

King Alfred in the Danish Camp.

Alfred still a fugitive — his army small — resolved to find out the plans of the Danes — dresses himself as a harper — reaches their camp — they are feasting — welcome the harper — make him play to them — he overhears the chiefs talk of their plans — morning comes — the harper has gone — the Danes wonder — Alfred soon comes with an army — gains a victory, and recovers his throne.

Diagram Model.



Write sentences to illustrate each statement in the following

Summary.

1. The bare subject may be {
- (1) A noun,
 - (2) A pronoun,
 - (3) An infinitive,
 - (4) A phrase,
 - (5) A clause,
 - (6) Two or more of the above united by conjunctions.

2. The bare predicate may be {
- (1) A verb or verb-phrase, transitive or intransitive.
 - (2) A copulative verb or verb-phrase, with its complement.

3. A noun or a pronoun may be {
- (1) The subject of a verb.
 - (2) The complement of a copulative verb.
 - (3) The object of { a verb,
a verbal,
a preposition.
 - (4) In apposition with another noun or pronoun.
 - (5) Independent.

4. A pronoun may be used {
- (1) To do the work of a noun.
 - (2) To ask a question.
 - (3) To connect an adjective clause to the noun or pronoun that it modifies.
 - (4) To introduce a noun-clause as subject, complement, or object.

5. An adjective may be used { (1) To complete a copulative verb.
(2) To ask a question.
6. A verb may be used { (1) To state a fact.
(2) To express a command.
(3) To ask a question.
7. An adverb may be used { (1) To modify { a verb,
a verbal,
an adjective,
an adverb.
(2) To ask a question.
(3) To connect a clause to the
word that it modifies.
8. Sentences are composed of { (1) Elements.
(2) Connectives.
9. A connective may be { (1) A preposition.
(2) A conjunction.
(3) A relative pronoun.
(4) A conjunctive adverb.
10. Elements may be { (1) Principal.
(2) Subordinate.
(3) Independent.
11. Clauses may be { (1) Independent.
(2) Dependent.
12. Connectives may be { (1) Co-ordinative.
(2) Subordinative.
13. A co-ordinate connective joins { (1) Independent assertions.
(2) Co-ordinate modifiers.

14. A subordinative
connective joins { (1) An adjective clause or an ad-
verbial clause to the word
that it modifies.
(2) An objective element to its
verb.
- or
- introduces { (1) A subject clause.
(2) A predicate clause.
15. A sentence may be { (1) Simple.
(2) Complex.
(3) Compound.

CHAPTER VII.

INFLECTIONS.

YOU have learned that the meaning of a word may be changed by adding modifying words; as, '*white* man,' '*black* man,' '*red* man,' '*snow* man.' But the meaning of a word is also changed by simply changing its *form*. Thus, *a man* denotes one person; *men*, more than one. We say, 'The *man* calls,' but 'The *men* call;' 'James is *he*,' but 'James struck *him*.' Different degrees of height are expressed by *tall*, *taller*, *tallest*.

These changes are known as **inflections**. This name means changing the form of a word to denote a change of use.

Inflections are used in only five of the eight classes of words, — *Nouns*, *Pronouns*, *Verbs*, *Adjectives*, and *Adverbs*.

§ 1. Inflection of Nouns.

As you read these sentences, mention every noun or pronoun, and tell whether it denotes one or more than one:

1. Walter drove the horse.
2. The gardener planted the trees at the gate.
3. A lady bought some oranges.
4. Frank persuaded Thomas to go.

5. The wind blew the leaves across the lawn.
6. Amos cut his finger with the knife.
7. They take coal and iron out of the earth.
8. Lucy erased the marks with a rubber.
9. Oxen are grazing in the pasture.
10. Birds sing among the branches.
11. Oranges grow in Florida.
12. Date-palms also grow there, but the dates do not ripen.
13. My uncle's library is full of books; one of them is the story told by Marco Polo, the traveller, to his fellow-prisoner at Genoa.

The change in the form of a noun by which it is made to express one or more than one, is called *number*.

A noun which denotes but one is of the *singular* number.

A noun which denotes more than one is of the *plural* number.

The plural of nouns is generally made by adding the letter *s* to the singular: *boy, boys; hand, hands*.

Write the plural of—

book	page	letter	scholar	ball	guide
finger	soldier	arm	lip	tree	friend
shoe	thought	lad	monarch	ship	king
ram	aunt	bee	sea	rock	hoof
egg	sigh	lot	window	barn	boy

Can you say *adzs, fishs, or matchs*? Not easily. Hence words ending in sounds like *x, s, z, sh, or ch* (not sounded like *k*), form their plural by adding *es*, because in this way they can be more easily spoken.

Write the plural of—

chair	monarch	inch	waltz
pass	honey	church	mitten
gulf	bush	spoon	wish
fox	hoof	apple	pear
safe	chimney	sash	plant

When a singular noun ends in *y* after *a*, *e*, *i*, or *u*, it is changed to the plural by adding simply *s*; but when it ends in *y* after any other letter, it is made plural by changing *y* to *i* and adding *es*.

Write the plural of—

day	delay	donkey	valley
pulley	pony	lady	lily
sky	fly	story	Sunday
candy	honey	boy	fancy
baby	way	monkey	daisy
joy	navy	study	turkey

Some nouns ending in *f* or *fe* are made plural by changing *f* to *v* and adding *es*.

Write the plural of—

cow	gas	elf	bug
calf	half	loaf	sheaf
leaf	beef	wife	like
knife	wolf	shelf	wharf
pasture	lash	country	self

Some nouns form their plural by changing the vowel (*a*, *e*, *i*, *o*, or *u*) of the singular, as, *man*, *men*; *goose*, *geese*; *tooth*, *teeth*; *foot*, *feet*; *mouse*, *mice*; *woman*, *women*.

Letters, figures, and signs are made plural by adding 's. Thus:

Cancel the *g*'s.

Do not make your *r*'s and *v*'s alike.

Distinguish between your *n*'s and *u*'s.

Tell the number of—

ass	ways	teeth	deer
inches	oxen	pigeon	tools
token	geese	swine	flies
class	box	ashes	happiness
wealth	woman	tongs	gold
ice	money	news	series
folk	gas	wages	poultry

Substitute the plural for the singular, and the singular for the plural, of each noun; and make such other changes as the sense requires:

1. The little boy is good.
2. Flowers are sweet.
3. The little flowers are very sweet.
4. Horses are animals.
5. Good horses are very useful animals.
6. The young ladies were very beautiful.
7. You are a lazy boy.
8. The little children were intensely happy.
9. Very old men are nearly always uneasy.
10. How happy are the little birds!
11. The goose hissed at her.
12. Where is the key?

A few nouns change their form, to show whether the object named is a male or a female. Thus:

The *lion* has a long mane.

The *lioness* has no mane.

The *Emperor* of Germany is dying.

The *Empress* of India is growing old.

A noun (such as *actor*, *lion*) which is used to name a male only, is of the *masculine gender*. Gender means *kind*, *sex*.

A noun (such as *actress*, *lioness*) which is used to name a female only, is of the *feminine gender*.

Nouns which show *which sex* is meant (such as *son*, *daughter*, *heir*, *heiress*) are called *gender nouns*.

Sometimes the feminine adds *ess* to the masculine; as *prince*, *princess*.

More often the feminine is a wholly different word from its corresponding masculine; as *boy*, *girl*.

With most nouns, however, the same form is used for both sexes, and words like *poet*, *editor*, *doctor*, *author* may refer to a person of either sex, just as do *parent*, *child*, *friend*, *cousin*.

Put nouns of masculine gender in one column, and those of feminine gender in another:

Abbot, abbess; actor, actress; Francis, Frances; Jesse, Jessie; bachelor, maid; beau, belle; monk, nun; gander, goose; administrator, administratrix; baron, baroness; count, countess; czar, czarina; don, donna; boy, girl; drake, duck; lord, lady; nephew, niece; landlord, landlady; gentleman, gentlewoman; peacock, peahen; duke, duchess; hero, heroine; host, hostess; Jew, Jewess; man-servant, maid-servant; sir, madam; wizard, witch; marquis, marchioness; widower, widow; heir, heiress; Paul, Pauline.

To denote that a certain house belongs to Dr. Baldwin, we can say:

The house *owned* by Dr. Baldwin ;
 The house *that is owned* by Dr. Baldwin ;
 The house of Dr. Baldwin ; *or*,
 Dr. Baldwin's house.

The little curved mark so used is called an *apostrophe*. The noun to which it and the *s* are added to denote ownership is then said to be in the **possessive case**.

Case is the relation which a noun or pronoun sustains to some other word. The only case-form for nouns is the possessive. Thus, in the following there is for the different uses no change in the form of *boy*, except in the last sentence :

1. The *boy* is well.
2. This is the *boy*.
3. I saw the *boy*.
4. I went to the *boy*.
5. The *boy's* parents are dead.

It is usual, however, to say that the subject of a verb or of a predicate noun, as in 1 and 2, is in the **nominative** (or **naming**) case, and that the object of a verb or of a preposition, as in 3 and 4, is in the **objective** case.

When the plural ends in *s*, the apostrophe only is added in making the possessive ; as, *boys' hats*.

Write the possessive singular and the possessive plural of—

fox	calf	negro	wolf	hero
tree	wife	goose	foot	knife
clock	army	woman	sheep	author
church	turkey	mouse	baby	sculptor

Change the possessive nouns to prepositional phrases :

1. Children's manners show their training.
2. Your money will be used for soldiers' monuments.
3. Is there a proverb about kings' daughters?
4. Greenland's warm climate is its greatest treasure.
5. Winter's rude tempests are gathering now.
6. Wisdom's ways are ways of pleasantness.
7. You 'll find hornets' nests there.
8. The Hudson's banks are romantic.
9. The robin's arrival is a sign of spring.
10. Australia's eastern coast is rugged.
11. Elephants' tusks are ivory.
12. Washington's home was Mount Vernon.
13. Deer's hoofs are divided into two parts.

Change italicized parts to possessive nouns without changing the sense :

1. Gloves *suitable for ladies* are sold here.
2. Gloves *belonging to a lady* were found.
3. He is freed from *the troubles of life*.
4. Pity *the sorrows of a poor old man*.
5. *The boat that is owned by my brother* is gayly painted.
6. *The watch that my father owns* keeps perfect time.
7. *The crown that is worn by Queen Victoria* is set with costly jewels.
8. *The poem 'Evangeline,' that was written by Longfellow,* is very beautiful.
9. *The scales that are made by Fairbanks* are used all over the world.
10. *The victory that Washington gained* at Trenton gave joy to Americans.

§ 2. Inflection of Pronouns.

The pronouns of the first persons are :

I	my	mine	me	myself
we	our	ours	us	ourselves

The pronouns of the second person are :

thou	thy	thine	thee	thyself
ye	your	yours	you	yourself

The pronouns of the third person are :

he	she	they	it	themselves
his	her (hers)	their (theirs)	its	himself
him	her	them	itself	herself

Remember that *I, we, thou, ye, he, she, they*, and *who* are *nominative* forms, and must not be used in the objective case.

Remember that *me, us, thee, him, her, them*, and *whom* are *objective* forms, and must not be used in the nominative case.

Remember that *my* or *mine*, *thy* or *thine*, *our* or *ours*, *your* or *yours*, *his*, *her* or *hers*, *its*, *their* or *theirs*, and *whose*, are possessive forms.

Remember that *we, our, us, ye, they, their, them*, are plural forms; that *I, my, me thou, thy, thee, he, she*, and *it* are singular; that *you* and *your* are either singular or plural.

Remember that the pronouns *he, his, him*, and *himself* denote a male, and are of the masculine gender.

Remember that the pronouns *she, her, hers, herself*, denote a female, and are of the feminine gender.

Remember that the pronouns *it, its, itself*, are neither masculine nor feminine, and are called neuter pronouns, or pronouns of the neuter gender. *Neuter* means *neither*.

Remember that pronouns must agree with their antecedents in number, gender, and person.

Remember that the relative *who* represents persons; *which*, animals or things; *that*, persons, animals, and things; and *what*, things.

Pronouns: Personal.

Person.	Gender.	Singular.			Plural.		
		Nom.	Poss.	Obj.	Nom.	Poss.	Obj.
1st	<i>m. or f.</i>	I	my, mine	me	we	our, ours	us
2d	<i>m. or f.</i>	thou thy, thine		thee	ye, your, yours		you
		or you	your, yours	or you	or you		
3d	<i>mas.</i>	he	his	him	they	their, theirs	them
	<i>fem.</i>	she	her, hers	her			
	<i>neut.</i>	it	its	it			

Interrogative and Relative.

	<i>Nominative.</i>	<i>Possessive.</i>	<i>Objective.</i>
Singular or Plural	who	whose	whom
	whoever	whosoever	whomever
	whosoever	whosoever	whomsoever

Tell of what person, number, and case each of these words is:

them	our	that	thy	him
your	whose	whom	mine	my
whichever	their	themselves	what	her
herself	thine	yourself	it	which

Give the person, number, gender, and case of each pronoun :

1. Is your friend with you?
2. My friend, you are very kind.
3. You are not your own master.
4. Children, you must be quiet.
5. Boys, you are making a noise.
6. Your father sent it to my care.
7. I asked him for his address.
8. He wanted yours and mine.
9. Does your sister know them?
10. We must inform our friends.
11. They will forget us.
12. It is I.
13. We are frail.
14. You and he are strong.
15. Few are stronger.
16. Who knocks?
17. To whom shall they go?
18. Is this the house which he built?
19. Which are they?
20. Did you call us?
21. That on the hill is his.
22. Which is yours?
23. Thou art she whom he calls.
24. Bring what he wants.
25. What is his name?
26. I cannot tell what his name is.
27. I that speak unto you am he.
28. Many are called, but few are chosen.

29. I have none to go with me.
30. We respect those that respect themselves.

Supply suitable pronouns :

1. The baby was playing, and ——— would not go to sleep.
2. I warmed the bird, and then ——— flew away.
3. The wood was dry, so ——— burned well.
4. ——— will rain.
5. ——— snows.
6. ——— art God, and besides ——— there is none.
7. He is taller than ———.
8. I am younger than ———.
9. ——— spoke to you.
10. ——— did he say?
11. ——— did you speak?
12. ——— did you see?
13. This is the man ——— I saw.
14. ——— did he praise?
15. Did he praise you and ———?
16. The boy ——— we loved has left us.
17. These are the girls and boys ——— we saw skating.

Write every pronoun that may be used as subject or complement :

- am expecting ——.
- am sure that —— will come.
- is going home.
- are not coming to-day.
- art with me.
- It is ——.
- Who struck ——?
- The fault is ——.

Select the proper relative ;

1. The girl $\left\{ \begin{array}{l} \text{which} \\ \text{that} \\ \text{who} \end{array} \right\}$ was here has returned.
2. The book $\left\{ \begin{array}{l} \text{whom} \\ \text{that} \\ \text{which} \end{array} \right\}$ you saw is mine.
3. The man $\left\{ \begin{array}{l} \text{which} \\ \text{that} \\ \text{who} \\ \text{whom} \end{array} \right\}$ was hurt is my father.
4. Such a boy $\left\{ \begin{array}{l} \text{who} \\ \text{which} \\ \text{as} \\ \text{that} \end{array} \right\}$ he is will succeed.

Change singular nouns to plural, plural to singular, and make such other changes as are necessary:

1. Let the girl answer for herself.
2. The soldiers must obey their officers.
3. Every animal has some weapon with which to defend itself.
4. The birds build their nests in the trees.
5. An eagle builds her nest on the top of a high rock.

Use each of these words as a pronoun and as an adjective:

some	one	this	which
all	that	other	what

Use each of these words as preposition and as an adverb:

above	below	near	around
-------	-------	------	--------

Use as an adjective and as an adverb :

yonder daily nearer more less

Use each of these words as a noun and a verb :

bridle value will second pity

§ 3. Inflection of Adjectives.

When we wish to compare two or more things with respect to some quality common to them, the difference may often be expressed by slightly changing the form of the adjective applied to each. Thus :

Cincinnati is *large*.

Boston is *larger*.

New York is the *largest*.

The Amazon is a *long* river.

The Nile is *longer*.

The Mississippi is the *longest* of all.

Your stick is *short*.

His is *shorter*.

Mine is *shortest*.

The three cities are large, the three rivers are long, the three sticks are short, but in three different degrees.

The simple form of the adjective is called its **positive** degree ; as *large, long, short*.

The form of an adjective which denotes a higher or a lower degree than the positive is called the **comparative** degree ; as *larger, longer, shorter*.

The form of an adjective which denotes the highest or lowest degree of the quality expressed, is called the **superlative** degree ; as *largest, longest, shortest*.

The inflection of an adjective to denote different degrees of quality or quantity is comparison.

The ordinary way of comparing adjectives is, for the comparative degree, to add *r* or *er* to the positive, and *st* or *est* for the superlative.

The comparative degree is used when *two* things are compared.

The superlative degree is used when *three* or *more* things are compared.

Again, we might say of three sisters :

Alice is beautiful,
Mabel is beautifuler,
Bertha is beautifulest.

But this would be too clumsy. It is easier to say :

Alice is beautiful,
Mabel is *more* beautiful,
Bertha is the *most* beautiful.

or, taking them the other way, we may say :

Bertha is beautiful,
Mabel is *less* beautiful,
Alice is *least* beautiful.

Hence another method of expressing comparison is to prefix the adverbs *more* and *most*, or *less* and *least*, thus making adjective phrases.

Some adjectives are compared irregularly; and to be sure of using them correctly, you must learn the comparison of each :

Good	better	best
Bad	worse	worst
Ill		
Little	less	least
Much	more	most
Many		
Far	farther	farthest

Two adjectives are inflected for number,—the demonstratives *this* and *that*, which have the plurals *these* and *those*.

Compare such of the following adjectives as admit comparison, and give your reason for thinking that some of them are not compared:

Able	old	universal	tenth	fatal
sour	warm	sad	naked	juicy
certain	ill-mannered	wrong	equal	many
lovely	American	fashionable	pleasant	thoughtless
tough	hollow	blind	handsome	brave
English	vain	humble	acceptable	good-natured
empty	these	few	cheerful	preferable
false	sweet	late	luscious	particular
void	generous	diligent	wet	lucrative
ill	round	supreme	deaf	dry
soft	timid	evil-minded	honest	

Supply suitable adjectives:

1. Of the two sisters, Cora is the —.
2. His apple is the —.
3. The rose is the — flower in the garden.
4. He is — than his brother.
5. She is — than her — sister.
6. Alice has the — dress in the company.

7. The elephant is the — land animal.
8. The horse is a — animal than the mule.
9. Gold is — and has a — lustre than silver.
10. 'This peach is — and — than yours.
11. He is the — pupil in the school.
12. Gold is — and — than iron.
13. Mr. Smith owns a — house, and is the — man in the city.

Change comparatives and superlatives to equivalent adjective phrases; change phrases to equivalent adjectives; then change them all to phrases denoting lower and lowest degrees:

sérèner	wildest	more severe
more stupid	most witty	ugliest
handsomer	more shallow	most sincere
fittest	more handy	sauciest
most ample	narrowest	slenderest
more nimble	braver	gentlest

§ 4. Inflection of Adverbs.

Adverbs in general have no change of form. A few, however, are compared like adjectives; as, *soon*, *sooner*, *soonest*.

Many adverbs (especially those ending in *ly*) are given a comparative or a superlative meaning by the use of **more** and **most**, or **less** and **least**.

Sometimes different words are used in making the comparison:

Ida reads *well*.
 She is learning to read *better*.
 She will soon read *best*.

Name the adverbs; and compare, either by change of form or by the use of equivalent phrases, such as can be compared:

1. He speaks slowly.
2. He speaks much too fast.
3. She rose early in the morning, and soon finished her work.
4. Did you call once, or twice?
5. I am very well pleased.
6. She was willing to take a more humble part.
7. These are the most important mountain ranges.

Make sentences showing the use of the words in the following table as adjectives and as adverbs:

POSITIVE.	COMPARATIVE	SUPERLATIVE.
well	better	best
ill (badly)	worse	worst
much	more	most
little	less	least
far	farther (<i>or</i> further)	farthest (<i>or</i> furthest)

Supply adverbs expressing possibility, probability, or certainty:

1. He will — come, but it is not certain.
2. — he could not have heard you, else he would have answered.
3. — he did not hear me, but I fear he did.
4. He said he should — come; so I assured my friends that he would be present.
5. He may — have seen you; but if he had, a civil boy, as he is, would — have tried to help you.

Change the adverbs into equivalent phrases:

1. He is to be treated kindly.
2. Time should not be spent idly.
3. He behaved imprudently.
4. The pupils read distinctly.
5. You are doubtless correct.
6. I will stay here.
7. Study the lesson thoroughly.
8. The judge decided promptly.
9. Measure the distance accurately.
10. She was fashionably dressed.
11. He speaks French fluently.
12. We waited for you patiently.
13. Where have you been?
14. Where are you going?
15. When will you return?

§ 5. Inflection of Verbs.

A verb may assert of only one person or thing:

The boy	{	<i>laughs</i>
		<i>wishes</i> for a knife
		<i>has</i> a knife
		<i>was</i> sick
		<i>is</i> better

A verb may assert of more than one person or thing:

The boys	{	<i>laugh</i>
		<i>wish</i> for knives
		<i>have</i> knives
		<i>were</i> sick
		<i>are</i> better

Why is the word 'laugh' used to assert something of 'boys;' and 'laughs,' to assert something of 'boy'? Which can be spoken more easily, — 'The boys laughs,' or 'The boys laugh;,' 'The boy laugh,' or 'The boy laughs'? We see that the pronunciation is easier and pleasanter if the *s* is added to the verb or omitted from it, according as the subject is singular or plural. This is all that is meant by the usual rule:

A verb must agree in *number* with its subject.

A verb used to assert of only one person or thing is in the *singular number*; as, 'wishes,' 'has,' 'was,' 'is.'

A verb used to assert of more than one person or thing is in the *plural number*; as, 'wish,' 'have,' 'were,' 'are.'

Supply *is, are, was, or were* :

1. Mary — in the garden.
2. Mary and Alice — in the garden.
3. The bird — shy.
4. The birds — shy.
5. Rover — lonesome.
6. — those marbles yours?
7. James and William — away.
8. The snow — flying.
9. Our hands — cold.
10. They — here.
11. The sailor — on the ship.
12. The ashes — taken away.
13. The kittens — asleep when I saw them.
14. One of you — mistaken.
15. Six — too many apples for you.

16. My fingers — frozen.

17. It — not your fault.

Supply the correct form of a verb, and tell whether the verb is singular or plural:

1. The blaze — up the chimney.
2. The cat — a mouse.
3. The cats — some mice.
4. Mary, Clara, and I — members of the choir.
5. They — music.
6. The wind — violently to-day.
7. When men — their duty, they — happy.
8. The star — all night.
9. The stars — all night.

Now observe what changes take place in a verb of the *singular number* when the subject is of the first, second, or third person:

I { *see,* }
 or { *or* } a book
 you { *have* }
 He { *sees* } a book.
 { *or* }
 { *has* }

We { *see* }
 you { *or* } a book.
 or { *have* }
 they { }

I, {
 or { *was* sick.
 he { }

We {
 you { *were* sick.
 they { }

You *were* sick.

I *am* {
 you *are* } well.
 he *is* }

We {
 you { *are* well.
 they { }

Am, are, is, was, and were are called forms of the copula **be**. With this exception (and changing *have* to *has*), we see that the verb is varied for person only, by adding **s** or **es** when the subject is of the third person and singular number. Accordingly, this is called the **third-singular form**.

A long time ago changes in the verb to suit the person and number of the subject were more frequent than now. Two old-style forms, such as we see in the Bible, are still used in prayer and poetry. Thus, with *thou* as subject, the verb ends in **est, st, or t**:

Thou, O Lord, *holdest* us in thy hand.

Thou *seest* us.

Thou *art* from everlasting.

Thou *wert* faithful to the end.

Thou *madest* the world.

Instead of the usual third-singular form in **s**, a form in **th** or **eth**, may be used:

Whom the Lord *loveth* he *chasteneth*.

You will understand, therefore, what is meant (and how little) by the usual rule that **verbs must agree with their subjects in number and person**:

Add **es** to each of these words to make the third-singular, then use it in a sentence:

do	wish	push	watch
go	catch	fix	dress

Add **s** to each of the following, then use the resulting form in a sentence:

burn
cut

shine
bear

swim
hope

write
read

Change *y* to *i* at the end of each of the following, add **es**, then use the resulting form in a sentence :

fly
try

dry
deny

carry
worry

fancy
hurry

Fill each blank with *I, you, thou, he, we, they, it*, and spell the third-singular of the verb :

wish
have

lie
cry

find
wait

do
smash

Fill the blanks with the proper form of *be, have, or do* :

1. My cousins — riding in a sleigh.
2. The cat — watching a mouse.
3. — your uncle come?
4. Emily lost her knife.
5. — she lost her umbrella.
6. The cow — horns.
7. The cow and the horse — hoofs.
8. My name — Charley Clark.
9. I — older than Margie.
10. Willie and I — playmates.
11. I — sure that all men sometimes — wrong.
12. A poet says, 'Whatever —, is right.'
13. Thou — a shadow on thy brow.
14. — thou a friend? I —.
15. Lives there a man who — not sin?
16. Whales — less numerous than they were.
17. He — (*old form*) not listened; he — (*old form*) not hear.
18. We, who — the chief sufferers, come to complain.

19. It is thou that — the aggressor.
20. They who — right — their reward.
21. You and I, who — been waiting so long, will now take our turn.
22. You and he — not answer.
23. He and I — going.
24. Even I, who — surrounded by comforts, know what sorrow —.
25. The foliage — fresh, the fields — charming.

A verb may tell what any person or thing does at the *present* time :

I *know* my lesson.
He *walks* to school.
They *catch* fish in the river.

A verb may tell what any person or thing did in *past* time :

I *knew* my lesson yesterday.
He *walked* to school last week.
They *caught* fish in the river.

Add *ed* to each of the following to denote past time, then use it in a sentence :

work	sail	show	talk
wait	turn	sow	wish

Since the following end in *e*, add only *d* for the same purpose ; then use the resulting form in a sentence :

hope	smoke	live	promise
love	use	please	smile

Change *y* to *i*, add *ed*, then use each verb in a sentence :

cry	carry	rely	study
try	fancy	reply	spy

The change of the verb to denote time is called *tense*. This name is from the Latin word *tempus*, and means *time*.

A verb that denotes present time is of the *present tense*.

A verb that denotes past time is of the *past tense*.

The past tense is usually formed by adding *d* or *ed* to the present tense. This is the regular way.

In a number of the oldest verbs the change appears in the middle of the word, whether anything is added or not:

Present Tense.

Past Tense.

fall	fell
see	saw
stand	stood
lead	led
do	did
may	might
shall	should
will	would
can	could
think	thought

Future time, as we shall presently learn, is expressed, not by an inflection, but by using in connection with the verb such words as *shall*, *will*, etc.: 'He *will* fall;' 'He *shall* see.'

Make sentences containing each form in the preceding lists.

Verbs that form their past tense by adding ed or d to the present, are said to be regular.

Verbs that form their past tense in some other way are irregular.

For the past tenses of two verbs, **be** and **go**, different words are used, — **was** and **went**.

Write the present tense of the following, and tell whether the verb is regular or irregular:

came	wept	strung	sang	blinded
rose	sat	was	folded	raised
patted	played	began	could	caught
worked	stood	walked	chose	came
waited	bit	tried	crept	struck
blew	broke	flew	gazed	brought
burned	whipped	did	bled	dug

The manner in which an assertion is made, is called *mode*.

A verb may be used to state a fact or to ask a question:

He studies diligently.
 He does all things well.
 Are you ready?
 Who wishes this?

When a verb asserts its idea as a fact, a denial, or a question, it is said to be in the indicative mode. Most verbs are of this kind:

A verb may be used to express a command:

Be ready.
 Study diligently.
 Do all things well.

When a verb asserts its idea as the will of the speaker toward something spoken to, it is said to be in the imperative mode.

There is no inflection — nothing about the form of the verb — to show in which manner it is used. The *order of words*, however, is commonly different in a question, and the *omission of the subject* may distinguish a command from a statement.

The inflection of the verb for person, number, and tense is called its *conjugation*.

A regular verb is conjugated thus :

<i>Present</i>	{	turn
	{	turns (or turneth), with a <i>third-singular</i> subject. turnest, with <i>thou</i> as subject.
<i>Past</i>	{	turned
	{	turnedst, with <i>thou</i> as subject.

An irregular verb is conjugated thus :

<i>Present</i>	{	give
	{	gives (or giveth), with a <i>third-singular</i> subject. givest, with <i>thou</i> as subject.
<i>Past</i>	{	gave
	{	gavest, with <i>thou</i> as subject.

Learn the following conjugations :

Be.

<i>Indicative</i>	{	<i>Present</i>	{	am, with <i>I</i> as subject.
			{	art, with <i>thou</i> as subject.
			{	is, with any <i>third-singular</i> subject.
			{	are, with <i>you</i> or any <i>plural</i> subject.
	{	<i>Past</i>	{	was, with any <i>singular</i> subject, —
			{	not with <i>thou</i> , nor <i>you</i> .
			{	wast or wert, with <i>thou</i> as subject.
			{	were, with <i>you</i> or any <i>plural</i> subject.

Imperative — be.**May.**

<i>Present</i>	{	may
		mayest, with <i>thou</i> as subject.
<i>Past</i>	{	might
		mightest, or mightst, with <i>thou</i> as subject.

Can.

<i>Present</i>	{	can
		canst, with <i>thou</i> as subject.
<i>Past</i>	{	could
		couldst, with <i>thou</i> as subject.

Shall.

<i>Present</i>	{	shall
		shall, with <i>thou</i> as subject.
<i>Past</i>	{	should
		shouldst, with <i>thou</i> as subject.

Will.

<i>Present</i>	{	will
		wilt, with <i>thou</i> as subject.
<i>Past</i>	{	would
		wouldst, with <i>thou</i> as subject.

Do.

Present { **do**
dost (or **doest**), with *thou* as subject.
does, doth, or doeth, with a *third-singular* subject.

Past { **did**
didst, with *thou* as subject.

Have.

Present { **have**
hast, with *thou* as subject.
has, hath, with any *singular* subject.

Past { **had**
hadst, with *thou* as subject.

Conjugate:

dry	gaze	sing	ship
wrap	merit	submit	glorify
differ	compel	rob	omit

If you are doubtful about the spelling, consult your dictionary.

Change the following sentences so that each shall state or ask something about more than one thing:

1. The book has a green cover.
2. The car has started.
3. Has the boy come?
4. A spider has eight legs.
5. Your brother has been here.
6. Has the watch stopped?

Supply verbs, and tell why the verb chosen is of the correct form:

A little girl, by name Lucy Gray, — one winter afternoon with a lantern to meet her mother. She — smartly on through the snow. The storm — on sooner than her father —. The snow — so thick that she — her way. She — up and down; many a hill she —, but never — the town. Her mother — home alone. Both parents immediately — in search of their beloved daughter. All night they — far and wide, but — neither sound nor sign of her whom they —. When daylight — the mother — the prints of Lucy's feet in the snow. They then — the foot-marks down the hill-side to the wooden bridge that — the river. At the middle of the plank the marks —, and beneath — the swollen stream. They — bitter tears of sorrow. 'Oh! my darling child,' — the poor mother, 'thou — to an untimely end for my sake.' They never — their daughter more. The neighbors, all of whom — Lucy, — deeply for her loss.

Put in suitable verbs, and tell whether the verb is transitive or intransitive, of what tense it is, how its other tense is written, and whether it is regular or irregular:

1. The duke — yesterday.
2. Tom — a lot of marbles, but he soon — them all.
3. He — me to — soon.
4. — me your copy-book.
5. I never — so many blunders.
6. The gardener — the bushes.
7. The audience then —, 'God — the Queen.'
8. The old man — home with a bundle of sticks which he — in the wood.
9. The volunteers — twice a week, and — through the town.
10. Those cruel boys — the ass with big sticks, and — stones at him.

11. The farmer — his crop of hay by the late floods.
12. Now, children, — up and — a hymn before you
—.

We have seen elsewhere (p. 72) that from almost every verb are formed two special kinds of **verbal** words having the use of other parts of speech. These are the **participle** and the **infinitive**.

Select the action-words in the following :

They are **singing**.

The winds are **wailing** through the **echoing** woods.

The **mailed** letters were **returned**.

The boy has **broken** the glass.

John has **caught** the ball.

Does 'singing,' like an adjective, tell something about the subject? Does it represent the action as going on, or as finished? Does 'wailing' tell something about the winds, and 'echoing' about the woods? Is the action represented as going on, or as finished? What is the difference between 'The wailing winds' and 'The winds are wailing'?

Do 'mailed' and 'returned' tell us something about the letters? Is the action represented as going on, or as finished? Do the letters perform the action, or do they receive it? Does 'broken' help to represent the boy as *doing*, or as having something *done* to him? Is the action represented as going on, or as finished? Does 'caught' help to represent John as doing or receiving the action? Does the action go on, or is it finished?

An action represented as going on, may be said to be *imperfect*. An action represented as finished, may be said to be *perfect*.

Accordingly, there are two leading participles, — the *imperfect*, which expresses incomplete action or state; and the *perfect*, which expresses completed action or state. These two are often combined, as in

The glass *being broken*, the boy ran.
The boy, *having broken* the glass, ran.

The imperfect participle is formed by adding *ing* to the present tense of the verb:

Crawford, *turning*, noticed me.
I saw him *coming*.
He was *running*.

Since the imperfect participle describes the person or thing as *doing something*, it is often called the *active* participle.

The perfect participle commonly ends in *ed* (d), *t*, or *en* (n):

Delayed by a storm, we were an hour late.

The mirror, *broken* in pieces, lay upon the floor.

Taught to overreach everybody, he at last overreached his father.

Since the perfect participle describes persons or things as enduring, or having *something done to them*, it is often called the *passive* participle.¹

¹ The boy has broken the glass = The boy has the glass *broken*.
John has caught the ball = John has the ball *caught*.

There are also two infinitives :

(1) The **infinitive in ing**, or participial infinitive, which differs from the active participle in doing the work, not of an adjective, but of a noun :

Telling lies hardens the heart.

The habit of *smoking* tobacco is hard to correct.

(2) The **root infinitive**, or simplest form of the verb. The preposition **to** is usually placed before it :

To work is *to win*.

To drive rapidly in crowded streets is dangerous.

Select the participles and infinitives, and tell of which kind each is, giving your reasons :

1. He is slow to forgive.
2. It began to caress him.
3. These are wagons for carrying corn.
4. Writing letters is making signs.
5. I am sorry to hear this.
6. A fisherman, leaving the shore, pulled out to the sunken reef in a boat kept for his use.
7. Hearing a ship pounding on the rocks, he rowed till he saw the crew bound or clinging half-frozen to the shattered masts.
8. You deserve praise for writing this letter.
9. Throwing their muskets aside, after firing them once, the clansmen rushed upon the foe.
10. Brandishing their broadswords, they swept through the already wavering ranks, giving them no time for rallying.
11. I saw him walking in the garden, and looking at the men who were engaged in pruning the trees.

Tell what participles these are, and from what verb each comes:

beating	beaten	doing	done
becoming	become	drawing	drawn
befalling	befallen	drinking	drunk
beginning	begun	driving	driven
bidding	bidden	eating	eaten
biting	bitten	falling	fallen
blowing	blown	flying	flown
getting	got	running	run
giving	given	seeing	seen
going	gone	shaking	shaken
growing	grown	shaving	shaven
hewing	hewn	shearing	shorn
hiding	hidden	showing	shown
knowing	known	singing	sung
lying	lain	sinking	sunk
mowing	mown	sowing	sown
riding	ridden	speaking	spoken
ringing	rung	springing	sprung
rising	risen	stealing	stolen

The present and past tenses and the perfect participle of a verb are called its *principal parts*.

Write in columns the principal parts of each of these words:

become	bid	come	crow	fall
flee	fly	grow	lie	rise
raise	shine	shrink	sing	sit
slide	stand	steal	freeze	strive, swear
swim	think	tread	be	bid
fight	break	throw	do	let
fly	smite	ring	run	begun
bring	teach	seek	catch	shine

In doubtful cases consult your dictionary.

The English verb does not change its *form* except in the cases already mentioned. To express other shades of meaning, we employ certain combinations, or **verb-phrases**. We may regard these as substitutes for inflection.

Verb-phrases are made by using some root-infinitive or participle as the complement of another verb. Thus:

He *will* walk.
 I *have* walked.
 She *is* coming.
 He *may* write.
 He *was* killed.

Verbs thus used with infinitives and participles merely to make verb-phrases, are called **auxiliary verbs**. *Shall*, *may*, *can*, and *must* are always used in this manner. *Do*, *be*, *have*, and *will* are often so used, but sometimes they are principal. Thus:

<i>Principal</i>	{	He <i>does</i> or <i>did</i> the work.
		I <i>am</i> (that is, I live or exist).
		I <i>have</i> a dog.
		My father <i>wills</i> it.
<i>Auxiliary</i>	{	<i>Did</i> you see him?
		He <i>is</i> splitting rails.
		They <i>have</i> stolen my dog.
		My father <i>will</i> return to-day.

A verb can denote by its *form* only two kinds of time,
 —present, and past.

To form the future tense merely, put **shall** or **will** before the root-infinitive, using *shall* in the first person, and *will* in the second and third persons:

I shall <i>be</i> there.	[= I <i>owe</i> to be there.]
Will you <i>go</i> ?	[= you <i>will</i> to go?]
Will she not <i>sing</i> ?	[= she <i>will</i> s not to sing?]

To promise or to resolve, use **will** with *I*, and **shall** with other subjects:

I **will** *do* it.
 You **shall** not *whisper*.
 They **shall** *vacate* the house.

I shall go	} simply foretell.	I will go	} promise or resolve.
Thou wilt go		Thou shalt go	
He will go		He shall go	

Sometimes the auxiliary is understood, the root-infinitive standing alone.

If he [**shall**] *be* better, you may remain.
 If thy right eye [**shall**] *offend* thee, pluck it out.

Followed by the perfect participle of a verb, **have** forms two tenses, — the *present-perfect*, which shows that the thing asserted is finished now; and the *past-perfect*, which shows that the thing asserted was finished before something else occurred:

They **have** *passed* the corner.
 When we arrived, they **had** *gone*.

The future tense of **have** prefixed to the perfect participle gives the *future-perfect*, which shows that the

thing asserted will be finished before something else occurs:

They **will have** *passed* the corner.

Name the tense of each verb and verb-phrase; give also the tense of each auxiliary verb:

1. We shall go to-morrow.
2. They will be happy to do so.
3. Calmness in danger has saved many.
4. Is the baby well?
5. Thirst causes agony.
6. The two friends talked long together.
7. Trials will come to us all.
8. When I left, the coach had arrived.
9. Woes cluster; they love a train.
10. Take care of the pence, and the pounds will take care of themselves.
11. They will have finished the house before the occupants enter it.
12. The driver carried them all to the hotel.
13. Dingy houses looked down upon the filthy streets.

Change the verbs into present-perfect, past-perfect, or future-perfect phrases, according as the verb shows present, past, or future time:

1. He sings well.
2. He wrote yesterday.
3. They will go to-morrow.
4. They could not wait.
5. They should obey their parents.
6. She had an instructor.
7. We shall set out on his return.
8. Can it be true?
9. What could he answer?
10. Would he welcome you?

Make sentences, using the future tense and perfect tense-phrases of each of the following:

went	came	drank	clung
sang	slept	flew	rode
sprung	wore	began	rose

If we wish to express permission or possibility, we use **may** :

You **may** *go* ; that is, You are at liberty to go.
You **may** still *be* in time.

If we wish to express ability or power, we use **can** :

I **can** *write* a letter.
He **can** *walk*, if he will.

The past forms, **might** and **could**, have similar meanings :

He sent word that I **might** *come*.
I **could** not *come*.

If we wish to express compulsion or necessity, we use **must** :

Men **must** *work*.
You **must** not *be* noisy.

Should, the past of *shall*, is frequently used with a present meaning to express duty or obligation :

Children **should** *obey* their parents.

Might, *could*, *would*, and *should*, though past tenses in form, are often used with more or less reference to

present or future time to express something conditionally:

If I could *come*, I would *do* so.

He might *learn*, if he would *study*.

If he should *call*, I would not *receive* him.

Should I *go*, I should *return* next week.

Phrases formed by using the root-infinitive with **may**, **can**, **must**, **might**, **could**, **would**, or **should**, to express what is doubtful, conditional, or obligatory, are called **Potential phrases**.

Regarding potential phrases as doing the duty of verbs, we may say that they make up a **potential mode** (or *way*) of asserting action or state:

Present, — may, can, must }
Past, — might, could, would, should } go.

To form the corresponding perfects, prefix these same auxiliaries to **have**, and add the perfect participle:

Present-perfect, — may, can, must, }
Past-perfect, — might, could, would, should } have gone.

There remains to be noticed the potential use of the past tense of **be**. Thus:

If I *were* to offer him water, he would drink.

Were he to see me, he would know me.

It *were* well it were done quickly.

These statements are equivalent to:

If I should *offer* him, etc.

Should he see me, etc.

It **would** be well [that] it **should** *be done* quickly.

Pick out the verbs, including the verb phrases; give the mode, tense, number, and person of each, also the principal parts:

1. Ye believed.
2. Believest thou?
3. Turn ye.
4. Thou shunnedst.
5. Whither walk we?
6. Shun folly.
7. They enrolled.
8. Stumbledst thou?
9. Believe it not.
10. I wish to go.
11. Does he intend to speak?
12. Though thou wert to speak, he would not hear.
13. So be it.
14. Unless he come, we stay.
15. The nurse set the child on the floor an hour.
16. A hen sits on her eggs to keep them warm.
17. Carrie set her hen on ducks' eggs.
18. William raised his hand before he rose.
19. We lay on the grass after the sun went down.
20. Cuckoos lay their eggs in the nests of other birds.
21. If it arrive, I intend to give it to my son.
22. Have the goodness to stand back.
23. Ye have come.
24. He may have come.
25. I shall be under the necessity of stating the facts.
26. They could hardly have done so.
27. She might at least say what she means.
28. Thou wilt put thyself right.
29. He must find them hard to teach.
30. They are to be sent back.
31. Have they been shut out?

32. I should be apt to lose the opportunity.
33. 'If I might choose,' said the camel to Jupiter, 'I would have the neck of the swan, and the legs of the horse ; then I should be the king of the beasts.' 'You could not have made a greater mistake,' replied Jupiter ; 'if you had your way, you would be nothing but a giraffe.'

Insert suitable verbs and participles ; give the mode and tense of each verb and verb-phrase :

1. They — home.
2. Have they — home ?
3. Yes, they have — home.
4. They had — before I came.
5. The pupils have — their lessons well.
6. They have — the young birds.
7. We — the mother-bird too.
8. The things were — when you —.
9. He — his work well.
10. Has the bird — away ?
11. It — away yesterday.
12. Its mate has — from the tree.
13. The plant — fast after the rain.
14. When did he come ? He — early this morning.
15. His friend — last night.
16. I lost my book. Has any one — it ?
17. I — it lying on your desk.
18. He — too much water.
19. The horse has — enough.
20. I have not — a glass of water to-day.
21. James — rapidly to the shore.
22. He has often — across the river.
23. The tiger — upon his prey.

Use the root-infinitive of each of the following words,

and make sentences containing verb-phrases in the potential mode:

spoke	eaten	drank	grew
wore	given	rang	raised
stole	fell	known	rose

Do makes the emphatic form of the verb:

I **do** *try*.

I **do** *adore* you.

How it **did** *storm* !

It makes also a form of interrogation :

Do you *skate* ?

Does he often *go* alone ?

Did you *like* the play ?

How **do** you *do* ?

Finally, it makes a negative form :

I **do not** *skate*.

He **does not** often *go* alone.

Change each of the following to the emphatic, the negative, and the interrogative forms in **do** :

I see.

Doctors differ.

I saw.

You know your lesson.

Their journey ended.

He thinks it will rain.

Time works changes.

Gently blows the evening breeze.

If we say :

I skate,

She sings,

the meaning is, that I know how to skate, that she

knows how to sing, and that we are in the habit of so doing; but if we say:

I am skating,
She is singing,

the meaning is, that she and I are so employed now.

Verb-phrases that represent the action of the verb as *continuing*, or actually *in progress*, make the **progressive** form of the verb.

The progressive form is made by prefixing **be** in all its modes and tenses to the active participle:

$I \left\{ \begin{array}{c} \text{am} \\ \text{or} \\ \text{have been} \end{array} \right\} \text{writing.}$	$I \left\{ \begin{array}{c} \text{was} \\ \text{or} \\ \text{had been} \end{array} \right\} \text{writing.}$
$I \left\{ \begin{array}{c} \text{shall be} \\ \text{or} \\ \text{shall have been} \end{array} \right\} \text{writing.}$	$I \left\{ \begin{array}{c} \text{may be} \\ \text{or} \\ \text{may have been} \end{array} \right\} \text{writing.}$
$I \left\{ \begin{array}{c} \text{might be} \\ \text{or} \\ \text{might have been} \end{array} \right\} \text{writing.}$	

Give the second and third persons, singular and plural, of each of the above phrases.

Give the mode and tense of each verb, including the verb-phrases; classify the verbals:

1. A wise son maketh a glad father.
2. You have not the heart to conceive nor the hand to execute.
3. Tell me, my soul, can this be death?
4. I did never see a tempest dropping fire.
5. They shall be an abhorring to all flesh.

6. My lambkins around me would oftentimes play.
7. Then rushed the steeds to battle driven.
8. Oh, leave me not in this eternal woe,
For when thou diest, my love, I know not where to go !
9. The curfew tolls the knell of parting day,
The lowing herd winds slowly o'er the lea.
10. Wouldst thou demolish a driven leaf !
11. Oh ! hast thou forgotten how soon we must sever ?

Change each verb to the progressive form, and give its mode and tense :

1. He will preach.
2. The boys must have played.
3. I do not deceive you.
4. We had discussed the point.
5. The wind has roared all day.
6. The wind blows from the east.
7. She looked from the window when we arrived.
8. Will you go ?
9. Study.
10. Can he have sat ?

Insert suitable auxiliaries :

1. Columbus thought that he — reach the East Indies by sailing westward.
2. You — prepare your lesson, if you — study.
3. Close the doors ; nobody — leave the room.
4. We — vote, if the polls are open.
5. We — vote in spite of you.
6. They — go, if they can.
7. You — have been killed.
8. She — not be allowed to go home alone.

(*To*) *have*, prefixed to the perfect participle, makes the perfect infinitive :

Simple Infinitive { (to) be
(to) go

Perfect Infinitive { (to) have been
(to) have gone

Having, an imperfect participle, prefixed to the perfect participle, forms a **compound perfect participle**:

IMPERFECT.	PERFECT.	COMPOUND PERFECT.
being	been	having been
going	gone	having gone

Pick out infinitives and participles, and tell all you can about each:

1. We are commanded to love.
2. To prevent is better than to cure.
3. They laughed him to scorn, knowing that she was dead.
4. Richard having vacated the throne, Henry became king.
5. The ghost appeared, the bell then beating one.
6. I am delighted to have the opportunity of obliging you.
7. London was guarded by soldiers to overawe resistance.
8. These are goods of our own making.

The subject of a verb may be said either to *do* or to *receive* the action expressed by the verb. Thus:

{ He *calls*.

{ He *is called*.

{ The engine *draws* the train.

{ The train *is drawn* by the engine.

{ Every patriot *will defend* the flag.

{ The flag *will be defended* by every patriot.

A verb that represents the subject as acting is in the **active voice**.

A verb that represents the subject as acted upon, is in the **passive voice**.

There being no single-word form that has a passive meaning, we are compelled, as the examples show, to use another kind of verb-phrase.

The passive voice is formed by prefixing *be*, in all its modes and tenses, to the *perfect participle of a transitive verb*.

Active and passive forms express the same thought when the object of the active is made the subject of the corresponding passive :

De Soto discovered the Mississippi.

The Mississippi was discovered by De Soto.

The passive forms of the present and past indicative are sometimes made progressive :

His money *is being wasted*.

The house *was being destroyed* by fire.

Change active forms to passive, and passive to active :

1. Hitch your wagon to a star.
2. Fulton invented the steamboat.
3. The sun warms the earth.
4. Good boys use books with care.
5. You have helped us very much.
6. The teacher had punished John.
7. The bees will make honey.
8. The wind is blowing the leaves along the street.
9. When you arrive, the exercises will have been written.
10. The house will be sold by the sheriff.
11. She laid the book on the table.

12. They may have broken the window.
13. Thou seest our sorrows.
14. The letter must be written to-day.
15. She cannot have received my letter.
16. The gate will be opened by an old man.
17. I was recognized by him at once.
18. We have all been saved by you to-day.
19. He was often interrupted by the deep hum of his audience.
20. Britain was subjugated by the Roman arms.
21. A resolution directly condemning him could not be carried by them.
22. My lord, the greatest injustice is done to us poets by you.
23. It was a message whereby many hearts were lightened.
24. William had been largely endowed by nature with the qualities of a great ruler, and those qualities had been developed in no common degree by education.
25. The dangers whereby the State was threatened had been strongly represented to the king by Montague.

The following tables afford a view of the common forms and phrases of a verb:

CONJUGATION OF *TEACH*.

INDICATIVE AND POTENTIAL MODES.		INDICATIVE.		POTENTIAL.	
TENSES.	COMMON FORMS.	PROGRESSIVE AND PASSIVE FORMS.			
		TENSES OF <i>Be</i> .	PARTICIPLES.		
<i>Present.</i>	<i>teach or teaches</i>	<i>am, is, or are</i>	<i>teaching</i> (progressive) <i>taught</i> (passive)		
<i>Past.</i>	<i>taught</i>	<i>was or were</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Future.</i>	shall } <i>teach</i> will }				
<i>Present Perfect.</i>	have } <i>taught</i> has }	<i>be</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Past Perfect.</i>	had <i>taught</i>	<i>been</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Future Perfect.</i>	shall } <i>have taught</i> will }	<i>been</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Present.</i>	may, can, or must <i>teach</i>	<i>have been</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Past.</i>	might, could, } <i>teach</i> would, or should }	<i>be</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Present Perfect.</i>	may } <i>have taught</i> can } must }	<i>have been</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Past Perfect.</i>	might } <i>have taught</i> could } would } should }	<i>have been</i>	<i>teaching</i> (pro.) <i>taught</i> (pass.)		
<i>Present.</i>	<i>teach</i>	<i>be teaching</i> (pro.); <i>be taught</i> (pass.)			

EMPHATIC (INTERROG- ATIVE OR NEGATIVE) FORMS.	TENSES.	INDICATIVE.	IMPERATIVE.
	Present.	<i>do or does teach</i>	Simple <i>do teach</i> Progressive <i>do be teaching</i> Passive <i>do be taught</i>
	Past.	<i>did teach</i>	

INFINITIVES.

<i>Simple</i>	{ (to) <i>teach</i> . <i>teaching</i> .
<i>Perfect</i>	{ (to) <i>have taught</i> . <i>having taught</i> .
<i>Simple Progressive</i>	{ (to) <i>be teaching</i> .
<i>Perfect Progressive</i>	{ (to) <i>have been teaching</i> . <i>having been teaching</i> .
<i>Simple Passive</i>	{ (to) <i>be taught</i> .
<i>Perfect Passive</i>	{ (to) <i>have been taught</i> . <i>having been taught</i> .

PARTICIPLES.

(<i>Present</i>) <i>Imperfect (or Active), teaching</i> .
(<i>Past</i>) <i>Perfect (or Passive), taught</i> .
<i>Present Perfect Active, having taught</i> .
<i>Present Perfect Passive, having been taught</i> .
<i>Progressive Active, having been teaching</i> .
<i>Progressive Passive, being taught</i> .

. CHAPTER VIII.

HOW TO USE THE PARTS OF SPEECH.

The usual order of words in a sentence is, first, the *subject*; next, the *verb*; and lastly (when there is one), the *objective* (*a*). The adjective commonly precedes the noun (*b*), and the adverb generally follows the verb (*c*). Possessives are used before, and appositives after, the words modified (*d, e*). Participial expressions are most frequently placed appositively (*f*). Thus:

- (*a*) They have eyes.
- (*b*) The snorting beast began to trot.
- (*c*) Time passes quickly.
- (*d*) Freedom's battle is ever won.
- (*e*) Dickens, the English novelist, died in 1870.
- (*f*) The road, winding through a thick forest, leads to a park.

The usual order, however, is often changed; that is, **inverted, or transposed** :

- (*a*) Eyes have they.
Whom did you see?
Were others present?
Is there no hope?
There is no place like home.
Does he want me?
Hear ye my words.

- (b) The enemy, equally brave, began the conflict.
Men ready for work are what the world wants.
- (c) Here we take our stand.
Softly fades the light of day.
Around this lovely valley rise the purple hills.
- (e) A professed Catholic, he imprisoned the Pope.
- (f) Reaching for the bell-rope, I pulled it vigorously.

Change to the usual order, putting the subject first:

1. Flashed all their sabres bare.
2. Dark was the night.
3. There is no help for us.
4. Which island do the French own?
5. There will be no sorrow there.
6. Here ends the tale.
7. Across the unknown sea the daring Genoese saw another route to India.
8. Under the spreading chestnut-tree
The village smithy stands.
9. Duty points, with outstretched fingers,
Every soul to action high.
10. How easily and speedily does use breed habit in a man!

Re-write the following, transposing the whole or a part of each:

1. Our faults are many.
2. And I slew the victor.
3. We laid him down slowly and sadly.
4. The fate of empires depends upon the education of youth.
5. I saw a bright vision at dead of night.
6. The master of the district school,
Brisk wielder of the birch and rule,
Held at the fire his favored place.

7. The great and good rest here in lowly graves.
8. The man was sent to jail for stealing a horse.
9. The robins were gathering straws to build their nests.
10. The children could not play out of doors because of the cold.
11. The boys could not float down the river as the water was so low.
12. Susie and her mother came instead of Joe and his father.

Change participles into verbs and conjunctions, or into verbs and relative pronouns:

A little boy, running carelessly along the street, knocked against an old woman carrying a basket of eggs on her head. Down fell the basket, smashing all the eggs. The thoughtless boy at first ran on ; but, looking round and seeing the people staring, and the old woman beginning to cry, he turned back, saying, ' I am very sorry ; I would not have knocked against you, if I had seen you.' ' Yes, master,' replied the old woman, looking sadly at the fragments of her broken eggs lying about the dirty pavement, ' but your sorrow will not mend my eggs, nor feed my grandchildren waiting for bread at home.'

Modifiers should be so placed that their dependence cannot be mistaken. Note the effect of changing the position of *only* :

Only the boy hit the bird.
The boy *only* *hit* the bird.
The boy hit *the bird only*.

Rearrange so that the sentence may convey as clearly as possible just the meaning intended :

1. A fellow was arrested with short hair.
2. I saw a man digging a well with a Roman nose.
3. He died and went to his rest in New York.

4. Wanted : A room by two gentlemen thirty feet long and twenty feet wide.
5. Some garments were made for the family of thick material.
6. The vessel was beautifully painted with a tall mast.
7. I perceived that it had been scoured with half an eye.
8. A house was built by a mason of brown stone.
9. A house was built for a clergyman having seven gables.
10. The old man struck the saucy boy raising a gold-headed cane.
11. We saw a marble bust of Sir Walter Scott entering the vestibule.
12. Here is news from a neighbor boiled down.
13. I found a cent walking over the bridge.
14. Balboa discovered the Pacific Ocean climbing to the top of a mountain.
15. All rivers are not so rapid.
16. I should like to visit you very much.
17. They only lost ten dollars by the transaction.
18. I only recite in the morning.
19. I heard all you said very distinctly.
20. The fruit was sent in a basket which I ate with great relish.
21. A child was run over by a wagon four years old.
22. A fine view was obtained from the upper story of Niagara Falls.
23. Rivers sometimes entirely dry up in summer that are roaring torrents in spring.
24. What did people do before soap was invented which is now so common?
25. How I pity the poor man on such an inclement night who has no home to go to !

The subject of a sentence (if a pronoun) is in the *nominative* case. In what case is it if a noun? (See page 147.)

The object of a verb, of a verbal, or of a preposition, should (if a pronoun) have the *objective* form.

Intransitive and passive verbs and verbals have the same case after as before them, when both words denote the same person or thing:

I am he.

I knew it to be him.

She was called Mabel.

A noun or pronoun directly limiting another noun, and denoting ownership, should have the *possessive* form:

The *Indian's* wigwam gave place to the *settler's* cabin.

This is the only case-inflection of the noun. To show separate possession, use the possessive sign after the name of each person. To show joint possession, use the sign after the last name only. Thus:

Henry's, Alfred's, and Ida's books are well preserved.

Who were *Cain and Abel's* parents?

Correct errors in the following:

1. It is me.
2. It was her.
3. It will not be us.
4. You are as bad as them.
5. Them are my books.
6. Him is older than me.
7. I am younger than her.
8. We are stronger than them.
9. Him and me are of the same age.

10. Whom did you think has arrived?
11. Them that seek wisdom shall find it.
12. She and us divided the grapes between us.
13. Him and her went together to the well.
14. I am certain that it was neither him nor her.
15. Art thou that traitor angel?
16. Art thou him?
17. It is not me that he is angry with.
18. I know not who has done this kindness, unless it be him
who was so kind before.
19. If it had been her, she would have told us.
20. Thou art him, whom they described.
21. It does not appear to be him.
22. Motleys' History : mens' clothing ; a boys' kite.
23. Lady's maids. Childrens' playthings. Everybodies'
business.
24. Where is Smith's and Jone's store?
25. Scott and Abbott's estimate of Napoleon differ greatly.
26. Longfellow and Holmes's poems are widely read.
27. Who can I trust?
28. Miss Bell, who all admire, will be in the city next week.

A verb should agree with its subject in *number* and *person*.

A compound subject, consisting of two or more singular nouns denoting different persons or things, and connected by **and**, is plural (*a*).

When singular subjects connected by **and** name the same person or thing, or when they are preceded by **each**, **every**, or **no**, the verb should be singular (*b*).

A compound subject, consisting of two or more singular nouns connected by **or** or **nor**, is singular (*c*).

When subjects connected by **or** or **nor** differ in person or number, the verb agrees with the nearest (*d*).

- (a) Industry and perseverance *win* success.
- (b) My trusty counsellor and friend *has* warned me.
Every boy and girl *is* to receive a copy.
- (c) Neither Nellie nor Alice *is* going.
- (d) Neither she nor I *am* invited.
Are you or he going?
Neither Emily nor her sisters *were* there.

Do not use the plural form of the verb merely because the noun or pronoun next to the verb is plural :

One of the horses *were* sold.

An appearance of religion and morals *are* useful.

Another misleading case is that in which the subject is modified by two adjectives :

His kind and even temper *endear* him to all.

Correct the following :

1. Thou is very happy.
2. You was there.
3. Was you present?
4. Here comes the boys.
5. Where is my books?
6. Has those books come?
7. Is your friends coming?
8. Was there many there?
9. Where was you when I called?
10. They was unwilling to go.
11. Those is my sentiments.
12. Was you there when the accident happened?
13. Neither Mary nor her sisters was at the party.
14. 'Well,' says I, 'what does thee think of him now?'
15. The ship, with her crew, were lost at sea.
16. No whisper, not a sound, were heard.

17. Milton's poetry and his prose is vigorous.
18. Such, Mr. President, is my sentiments.
19. Every one have certain peculiar opinions.
20. Cincinnatus is one of the noblest men that is mentioned in Roman history.
21. Six months' service were enough to cure him.
22. He, and he only, were right.
23. Who does these remarks apply to?
24. Each branch and twig were covered with snow.
25. How much shall I pay you? I only ask a dollar.
26. I do not like neither his appearance nor his conversation.
27. We always should prefer our duty to our pleasure.
28. A soldier was signing a petition with a wooden leg.
29. My friend talks to me while walking continually.
30. The derivation of some words are uncertain.
31. A round of vain and foolish occupations please some people.
32. A variety of pleasing objects charm the eye.
33. Sixty pounds of wheat produces forty pounds of flour.
34. The state of his affairs are very prosperous at present.
35. Neither the lion nor the tiger are hard beasts to tame.
36. Truth, and truth alone, are the object of my search.
37. Silk, but not linen or muslin, are animal products.
38. Not a word, not a syllable, were uttered.
39. The Yellowstone, as well as the Missouri, have been explored.
40. Each hour, each moment, have their duties.
41. Every fruit, every flower, and every blade of grass, testify to the wisdom of the Creator.

Pronouns must agree in *person*, *number*, and *gender* with the nouns they represent.

Singular antecedents connected by **and** require a plural pronoun when they denote different things, but a singu-

lar pronoun (1) when they denote the same thing, and (2) when they are kept separated by the use of *each*, *every*, or *no*.

Singular antecedents joined by *or* or *nor* require a singular pronoun.

If the antecedents are of different persons or genders, the pronoun should agree with the first person rather than with the second or third, and with the second person rather than the third, and with the masculine rather than the feminine.

• Correct such of the following as are incorrect:

1. Let every boy answer for themselves.
2. A man's success in life depends on their exertions.
3. Every tree is known by their fruit.
4. The crowd was so great that I could hardly get through them.
5. Let any boy guess this riddle if they can.
6. Every animal, however small, has some weapon with which they can defend themselves.
7. Both Webster and Clay loved his country.
8. Either Webster or Clay loved their country.
9. Both cold and heat have its extremes.
10. John or James will favor us with their company.
11. Some boy or man has lost his hat.
12. Coffee and sugar are brought from the West Indies, and large quantities of it are consumed annually.
13. Neither the captain nor the soldiers showed himself during the attack.
14. If the boys or their father come, we shall be glad to see him.
15. Every person should love their friends, and do good to them.
16. No person should boast of themselves.

17. Let every pupil obey their teacher.
18. The Christian who knows their duty loves their God.
19. Every one must judge of their own feelings.
20. The jury was unanimous in their decision.
21. If an Aristotle, a Pythagoras, or a Galileo suffer for their opinion, they are martyrs.
22. Poverty or wealth have their own temptations.
23. No son or daughter lives who does not love their parents.
24. If thy hand or thy foot offend thee, cut them off and cast them from thee.

Adjectives implying unity or plurality must agree in *number* with their nouns.

An adjective of the comparative degree should be used when only two objects are compared.

An adjective, not an adverb, should be used as predicate-complement to express the condition of the subject.

Be careful not to use an adjective for an adverb to tell *how* or to modify another adjective.

Remember that two negatives are equal to an affirmative.

Never use them adjectively for those.

Use *each other*, *either*, and *neither* in speaking of two persons or things. Use *one another*, *any*, and *none*, in speaking of more than two persons or things.

Two or more adjectives used after the noun or pronoun modified, should be separated from the rest of the sentence by commas.

Correct the errors in the following :

1. Will you please hand me them books.
2. The water in the river is only six foot deep.
3. The walk in front of the house is ten foot wide.
4. I am very fond of those kind of grapes.
5. Mr. Clevenger has some of them kind of apples.
6. I never liked those sort of pictures.
7. This young lady dances elegant.
8. She is thinly clad, and looks coldly.
9. I feel badly.
10. Marble feels coldly.
11. She looks charmingly.
12. It was sold cheaply.
13. It appears still more plainly.
14. That sounds harshly.
15. I can do that very easy.
16. His hand was bruised very bad.
17. That train moves rapid.
18. The children sang excellent.
19. This is extreme cold weather.
20. Who did you call?
21. Them are the ones.
22. Harry and me have been busy.
23. George and Walter destroyed that beautiful tree, but they
did it unintehtional.
24. That elephant is enormous large.
25. The waves rose dreadful high.
26. The steamer rocked terrible.
27. The boys conducted themselves quieter than the girls.
28. The servant looks carefully, and I will employ him, for I
think he will look careful to our interests.
29. The skaters glide smooth over the ice.
30. Her hat looks newly, because it has been new trimmed.
31. She dresses suitable to her station.
32. Mary always dresses neat, and she looks neatly in any
dress.

33. She wore a dress suitable to her station.
34. I chiefly wanted the money, not the papers.
35. He rode to the pasture, driving his cow before him on horseback.
36. Next came a Dutchman riding a small donkey with a big pipe in his mouth.
37. This poem was written by a young lady who was born in Virginia at the age of fourteen years.
38. The agent was only instructed to buy the house, not the lot.

Use correctly the auxiliaries *may* and *can*, *shall* and *will*.

Correct the following:

1. I will drown, nobody shall help me.
2. I will be obliged to you if you shall attend to it.
3. We will have gone by to-morrow morning.
4. I do not think I will like the change.
5. You shall be late if you do not hurry.
6. 'You can go,' said the teacher.
7. They would not come unto me, that they may receive my blessing.
8. I thought it likely I would see you.
9. I heard that you should leave on Monday.
10. I will freeze if I do not move about.
11. She shall be fifteen years old to-morrow.
12. You will have it if I can get it for you.
13. He will have it if he shall take the trouble to ask for it.
14. Take up the ashes and put it in the barrel.
15. No one of the boys came without their books.
16. The Government will have to change their orders.
17. Neither the boy nor the girl can take care of themselves.
18. The best horse which we saw was the same one which your father bought.
19. Pupils should always be kind to each other.

20. Husband and wife should respect one another's feelings.
21. Every boy and every girl had their lesson.
22. The soldiers, and not the captain, did his duty.
23. Where is the horse whom you lately bought?
24. There was a flock of sheep watched by a dog which had lately been sheared.

Do not use the past participle instead of the past tense of a verb ; as :

He *done* it.

I *seen* him.

Do not use the past tense after an auxiliary verb ; as :

He has *did* [done] it.

I have *saw* [seen] that before.

Do not confound *lie* with *lay*. The first is intransitive, and its principal parts are *lie, lay, lain*. The second is transitive, and its principal parts are *lay, laid, laid*. Thus :

(1) The book *lies* on the floor.

It *lay* on the floor this morning.

It has *lain* there all day.

(2) I *lay* my book on the table thus.

I *laid* it there yesterday.

I have often *laid* it there.

Do not confound *sit* with *set*. The first is intransitive, the second is generally transitive :

(1) The wild duck *sits* on her nest.

He *sat* on the fence.

I have *sat* here since morning.

(2) *Set* the chairs in order.

I *set* them in order last evening.

He had *set* the pitcher on the table.

Do not confound *raise* with *rise*. The first is transitive and regular; the second is intransitive and irregular:

- (1) They *raise* corn.
 They *raised* a crop of wheat last year.
 They have *raised* good crops this year.
- (2) *Rise* up.
 I *rose* early this morning.
 I have *risen* earlier.

Correct the following:

1. I should have went if you had asked me.
2. I wish I had chose a different seat.
3. A certain man become rich, and soon begun to be weary of having nothing to do.
4. The French language is spoke in every part of Europe.
5. The river has raised a great deal.
6. I saw six ships laying at anchor.
7. Why do you lay there?
8. How can you set in that chair?
9. I have wrote for the books, but they have not came.
10. The bird has flew out of its cage, and it will be eat by the cat.
11. I seen him when he come home yesterday.
12. Has any one saw the book my father has gave me?
13. They must have ran the race before we arrived.
14. I have saw such things many a time.
15. The houses were shook by the storm.
16. The apartments should have been showed to us.
17. Those words were spoke by somebody who was present at the time.
18. The fox had sprang the trap.
19. She has strove hard to win the victory.
20. The boys have swam across the pond.

21. He sat the chair in the corner.
22. Sit that plate on the table and let it set.
23. I have set in this position a long time.
24. That child will not lay still or set still a minute.
25. I laid down under the tree and enjoyed the scenery.
26. Lie that stick on the table and let it lay.
27. Which of the twins is the fattest.
28. Which is the longer, the Amazon, the Mississippi, or the Nile?
29. The Volga is the longest of any river in Europe.
30. The rose is the most fragrant of any other flower.
31. Though my barn is larger than yours, your's is the prettiest.
32. The French are more polite than any nation.
33. She done her task very well.
34. I seen the man yesterday.
35. He is accused of having stole a watch.
36. His friends have all forsook him.
37. This man has visited Europe last summer.
38. It will grieve your parents to have heard of your conduct.
39. Every man, woman, and child were lost.
40. Not one of the prisoners have escaped.
41. Neither of the boats were injured.
42. This rose smells sweetly.
43. That young lady dances very graceful.
44. I can never think so mean of him.
45. We travelled as safe in the cars as in our own carriage.
46. That tree is fifty foot high.
47. Those sort of people are never happy.
48. Look sharp, if you wish to see good.
49. He came agreeable to his promise.
50. The elephant has more sagacity than any animal.
51. The army numbers one thousand horses and ten thousand feet.
52. Iron is the most useful of all other metals.
53. Venus is brighter than any star in the firmament.

54. Do not touch them books lying on that 'ere table.
55. Each of you must attend to their own affairs.
56. Husband and wife should love one another.
57. Pupils must not talk to each other in school.
58. She was dressed very rich, and appeared very proudly.
59. None of my feet are lame, and all my eyes are sound.

THE END.



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